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ABSTRACT

This report provides fall 1993 data on the demographic makeup of the student body at College of the Canyons, in California, as well as course completion, persistence, graduation, and transfer rates for students by gender and ethnic group. The report's six sections focus on the indicators of access, course completion, persistence, degree and certificate completion, English as a Second Language (ESL) and basic skills completion, and transfer, respectively. For each section, indicators are defined and tables are provided on student outcomes by gender, ethnicity, age group, and disability status, except for transfer which includes data by institution transferred to and ethnicity only. Highlighted findings include the following: (1) females, Asians, Native Americans, and 18-24 year olds were overrepresented in the student body compared to the district population, while males, Latinos, African Americans, and students age 25 and above were underrepresented; (2) the college-wide successful course completion ratio increased from 64.6% in fall 1992 to 66.6%; (3) Latino and African American students had the lowest successful course completion rates; (4) the persistence rate for first-time students declined slightly from 58.4% for the fall 1991 cohort to 58%; (5) white students received more degrees and certificates than students from all five other ethnic categories; (6) 27.7% of the fall 1992 ESL and basic skills cohort successfully completed a degree-applicable course; and (7) 80% of 238 students who transferred enrolled at a California State University campus, while 15% enrolled at the University of California. (KP)

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ED 376 912

College of the Canyons
SANTA CLARITA COMMUNITY COLLEGE DISTRICT

STUDENT EQUITY INDICATORS REPORT

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26455 North Rockwell Canyon Road
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(805)259-7800 extention 329

"Data on students are perhaps the most central indicators of institutional success. While student success is obviously a result of the joint efforts of the student and the institution, institutional factors strongly influence student performance. Indicators of student performance, then, are important in reflecting how well the institution has succeeded in attracting, retaining, and educating a diverse student body." (Daryl G. Smith, "Diversity," in The Primer for Institutional Research, ed. by M.A. Whitely et. al., p. 76.)

EXECUTIVE SUMMARY

We gathered together data for this report to provide answers to the following key research questions:

- What is the demographic makeup of the student body in terms of race/ethnicity, gender, age and disability?
- What are the course completion and persistence rates for different groups?
- What are the graduation and transfer rates for different groups?

This report is divided into six parts, one for each indicator studied. The major findings follow:

Indicator 1: Access.
In order to find whether college enrollment is representative of the population in the community served, we carried out two comparisons. We compared the enrollment of District residents to the population characteristics of the 376 square mile District and then compared all students enrolled to the population within a 30-mile radius of the college.

	District Population	30-Mile Radius
Overrepresented	Females	Females
	Asians	Whites
	Native Americans	Native Americans
		Other Non-White
	18 to 24 year olds	Age data unavail.
	Disability data unavailable	Not disabled

	District Population	30-Mile Radius
Underrepresented	Males	Males
	Latinos	Latinos
	African Americans	African American
		Asians
	Age 25 and above	Age data unavail.
	Disability data unavailable	Disabled students
Proportional	Whites	

Indicator 2: Course Completion

To determine what percentage of the students complete the courses they start, we calculated two course completion or course retention ratios. For Ratio 1, we calculated successful course completion, or those who received grades of A, B, C or Credit. For Ratio 2, we included all students who completed a course, whether they received a passing or failing grade.

Ratio 1 - Successful Completion: The college-wide successful course completion ratio **increased from 64.6 percent in Fall 1992 to 66.6 percent in Fall 1993**. A greater percentage of female students successfully completed their coursework than did male students. Latino and African American students had the lowest successful course completion ratios of all six racial/ethnic categories. Students of traditional college age (18-24) were found to have the lowest successful course completion ratios among all age groups. Disabled students had lower successful course completion ratios than students who were not disabled.

Ratio 2 - Completion: The college-wide completion ratio **increased from 78.3 percent in Fall 1992 to 84.7 percent in Fall 1993.** Female students had a slightly higher course completion ratio than male students. African American students had the lowest course completion ratio of all six racial/ethnic categories. Students of traditional college age (18-24) had some of the lowest course completion ratios of all age groups. Disabled students had lower completion ratios than students who were not disabled.

Indicator 3: Persistence

To find out how many students enrolled for two consecutive semesters, we calculated two ratios. Ratio 1 shows the persistence ratio for first-time college students while Ratio 2 is for all other students, or those who have had some previous college experience.

Ratio 1 - First-Time College Students: The college-wide persistence ratio for first-time college students **declined slightly from 58.4 percent for the Fall 1991 cohort to 58.0 percent for the Fall 1992 cohort.** A slightly higher percentage of female students re-enrolled in the second semester. Native American students had the highest persistence ratios, while African American students had the lowest within the six racial/ethnic groups. Students below the age of 21 had the highest persistence ratios of all age groups. Disabled students had a slightly higher persistence ratio than students who were not disabled.

Ratio 2 - Continuing College Students: The college-wide persistence ratio for continuing college students **increased from 63.6 percent for the Fall 1991 cohort to 64.3 percent for the Fall 1992 cohort.** A slightly higher percentage of male students re-enrolled in the spring semester. African

American students had the lowest persistence ratios. Traditional age college students (18-24) had the highest persistence ratios of all age groups. Disabled students had a higher persistence ratio than students who were not disabled.

Indicator 4: Degree and Certificate Completion

To find out how many students persisted to degree or certificate completion, we reported upon the number of awards presented by the college in each of the last three academic years.

Degrees Awarded: Female students were awarded more degrees than male students. White students received more degrees than all other five ethnic categories combined. Traditional age college students (18-24) received the majority of degrees awarded. The number of degrees awarded to disabled students increased from 9 to 12.

Certificates Awarded: During the last two academic years, males received more certificates than females. White students were awarded more certificates than all other ethnic categories combined. Students age 25 to 44 received the majority of certificates. The number of certificates awarded to disabled students increased from 8 to 9.

Indicator 5: ESL and Basic Skills Completion

To determine whether students who start out in basic skills or ESL complete a degree-applicable course in the field, we calculated two ratios. Ratio 1 shows all students who complete the appropriate degree applicable course, whether they passed or failed. Ratio 2 shows the percentage who successfully complete the appropriate degree-applicable course with a grade of either A, B, C or Credit.

Ratio 1 - Completion: The college-wide ESL and Basic Skills completion ratio **decreased from 51.4 percent for the Fall 1991 cohort to 42.8 percent for the Fall 1992 cohort.**

Ratio 2 - Successful Completion: The college-wide ESL and Basic Skills successful completion ratio **decreased from 41.1 percent for the Fall 1991 cohort to 27.7 percent for the Fall 1992 cohort.**

Indicator 6: Transfer

To determine how many students transferred from College of the Canyons to four-year baccalaureate granting institutions in California, we reported data from the Student Profiles 1992 Report put out by the California Postsecondary Education Commission.

Transfer by Segment: In Fall 1991, the most recent term for which data is available, **80 percent of the 238 COC transfers enrolled at one of the twenty California State University campuses**. Another 15 percent went on to one of the nine University of California campuses and the final 5 percent enrolled at a four-year independent institution in California.

Transfer by Ethnicity: From Fall 1987 to Fall 1991 there was a **66.9 percent increase in the number of transfers to a UC or CSU campus**. During the same time period, the number of African American, Latino and Native American students transferring to a UC or CSU campus increased faster than the overall rate for the college.

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INDICATOR 1: ACCESS

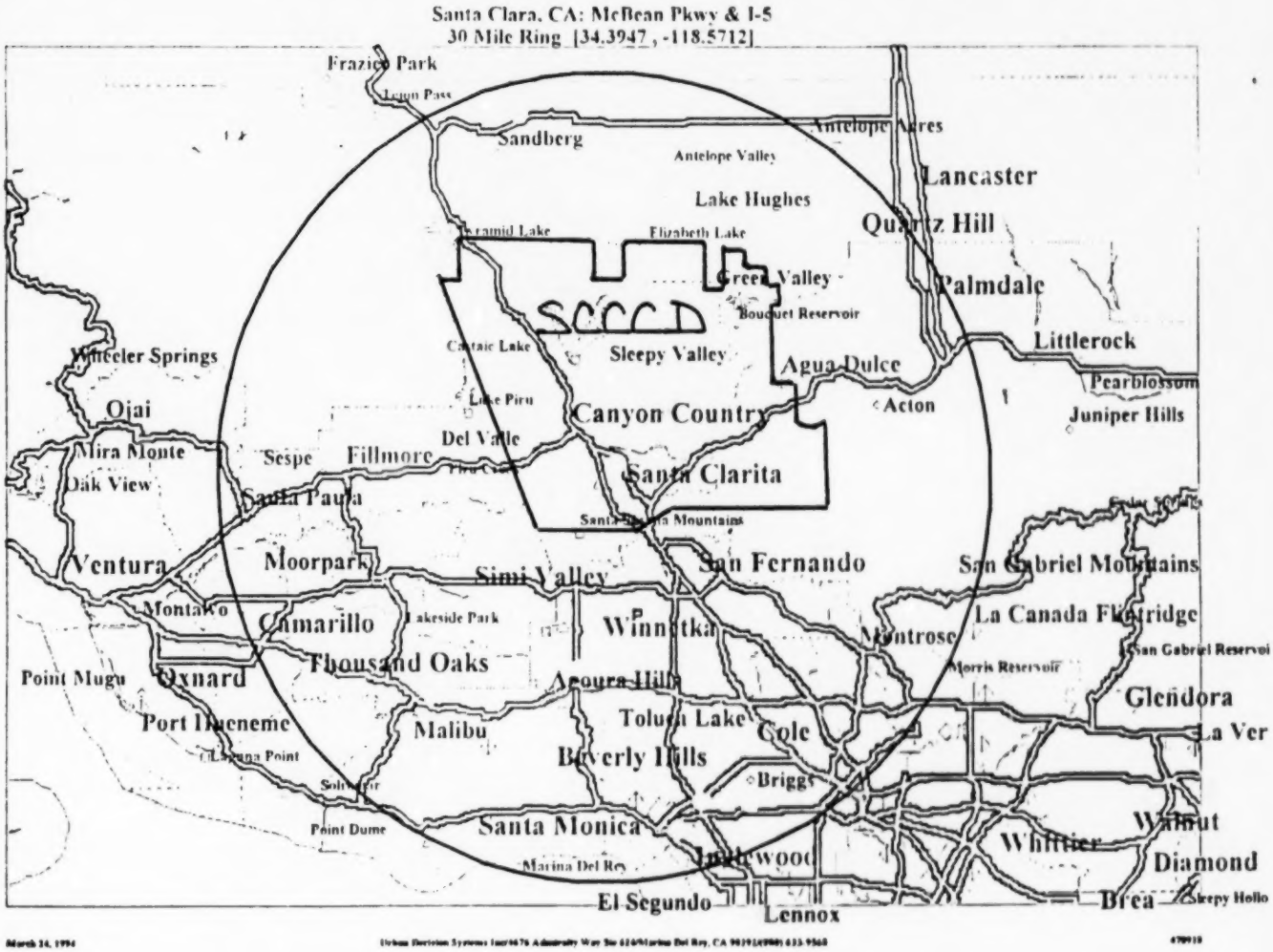
Defining the Community We Serve

The college has been designated to serve the Santa Clarita Community College District, a 376 square mile area with a population of 150,000 (1990 Census). The majority of students enrolled at College of the Canyons in Fall 1993 reside within the district. About 22 percent of students, however, reside outside this defined area.

In May 1993, the Chancellor's Office sent 1990 Census data on the percent of the ethnic composition of the population within a thirty-mile radius of the college. Recent guidelines from the Office of Student Equity indicate that a district "may elect to use adult population data of a service area which differs from that provided by the Chancellor's Office (i.e. the 30-mile radius data). However, any district so doing **must delineate the basis for the variance in service area, the data source, and why it is a better representation of its service population."**

One of the first questions for the Access Sub-Committee to consider will be which of the two areas best represents our service population. Where data is available, both comparisons are provided in this section of the report.

Border of the Santa Clarita Community College District
superimposed within a
30-Mile radius from College of the Canyons



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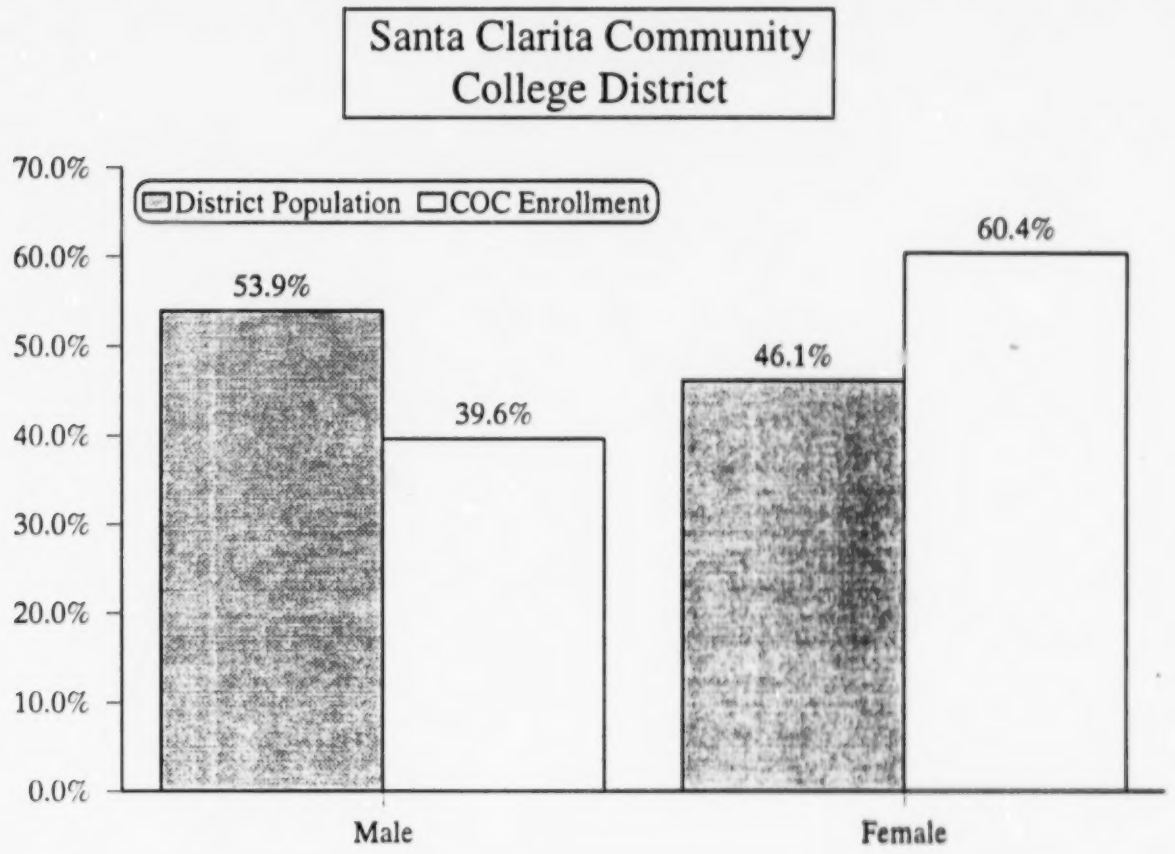
Indicator 1a. ACCESS BY GENDER.

Compare the percentage of each group that is enrolled to the percentage of each group in the adult population within the community served.



	1990 Census District Population 18 years and older	Fall 1993 Full-term Enrollment 18 years and older
Male	59,491	2,077
Female	50,977	3,163
TOTAL:	110,468	5,240 *

* District residents only.

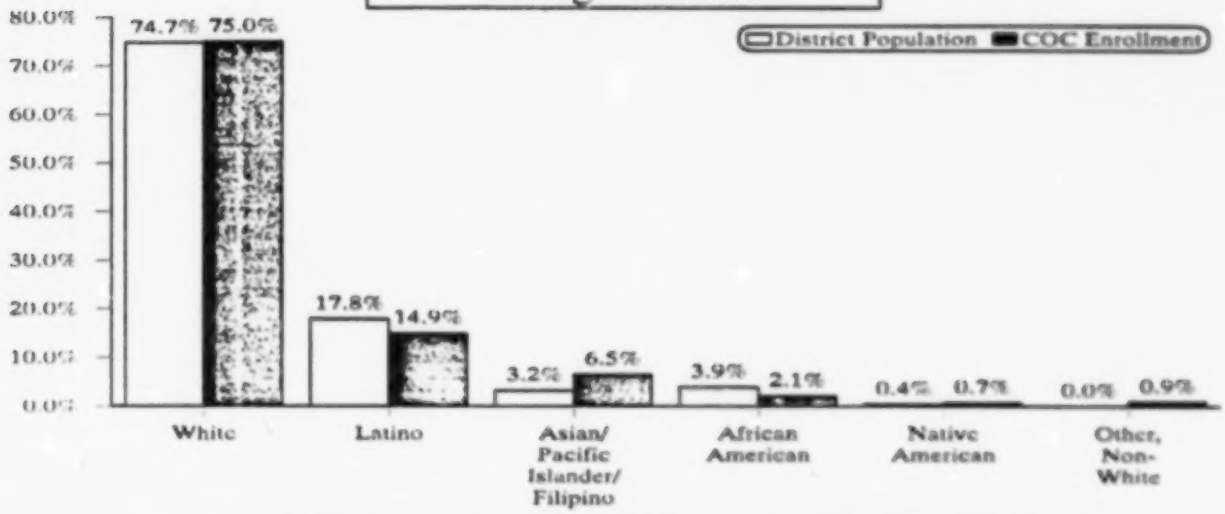
When compared to the District adult population, females are overrepresented in the college enrollment while males are underrepresented.

Sources: 1990 Census Data for the Santa Clarita Community College District. Fall 1993 Full-term Enrollment. Computer Center Report.

Indicator 1b. ACCESS BY ETHNICITY.

Compare the percentage of each group that is enrolled to the percentage of each group in the adult population within the community served.

Santa Clarita Community College District



	1990 Census District Population 18 years and older	Fall 1993 Full-term Enrollment 18 years and older
White	76,289	3,930
Latino	18,144	779
Asian/Pacific Islander/ Filipino	3,240	338
African American	3,932	111
Native American	457	37
Other, Non-White	--	45
TOTAL:	102,062	5,240 *

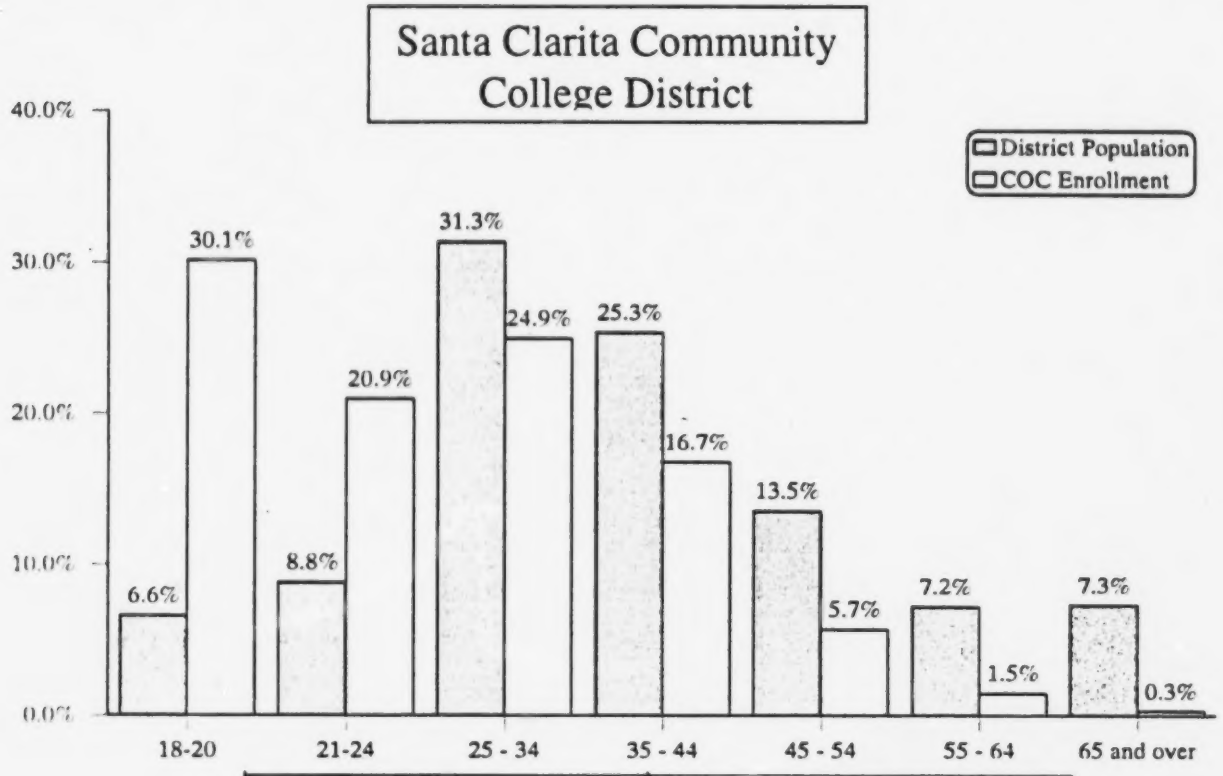
* District residents only.

When compared to the District adult population, Asians and Native Americans are overrepresented in college enrollment, while Latinos and African Americans are underrepresented. White student enrollment is proportional to district population. When reporting data by Census tract and ethnicity, the Census Bureau only reports data for tracts with 400 or more residents. This reporting system has caused the loss of approximately 8,000 adult residents. Comparison of enrollment data with this adult population data may overrepresent the level of access that minority groups may have to the college.

Sources: 1990 Census Data for the Santa Clarita Community College District. Fall 1993 Full-term Enrollment. Computer Center Report.

Indicator 1c. ACCESS BY AGE GROUPS.

Compare the percentage of each group that is enrolled to the percentage of each group in the adult population within the community served.



	1990 Census District Population 18 years and older	Fall 1993 Full-term Enrollment 18 years and older
18 - 20	7,295	1,578
21 - 24	9,645	1,093
25 - 34	34,538	1,305
35 - 44	27,905	874
45 - 54	14,873	297
55 - 64	7,942	76
65 and over	8,015	17
TOTAL:	110,213	5,240 *

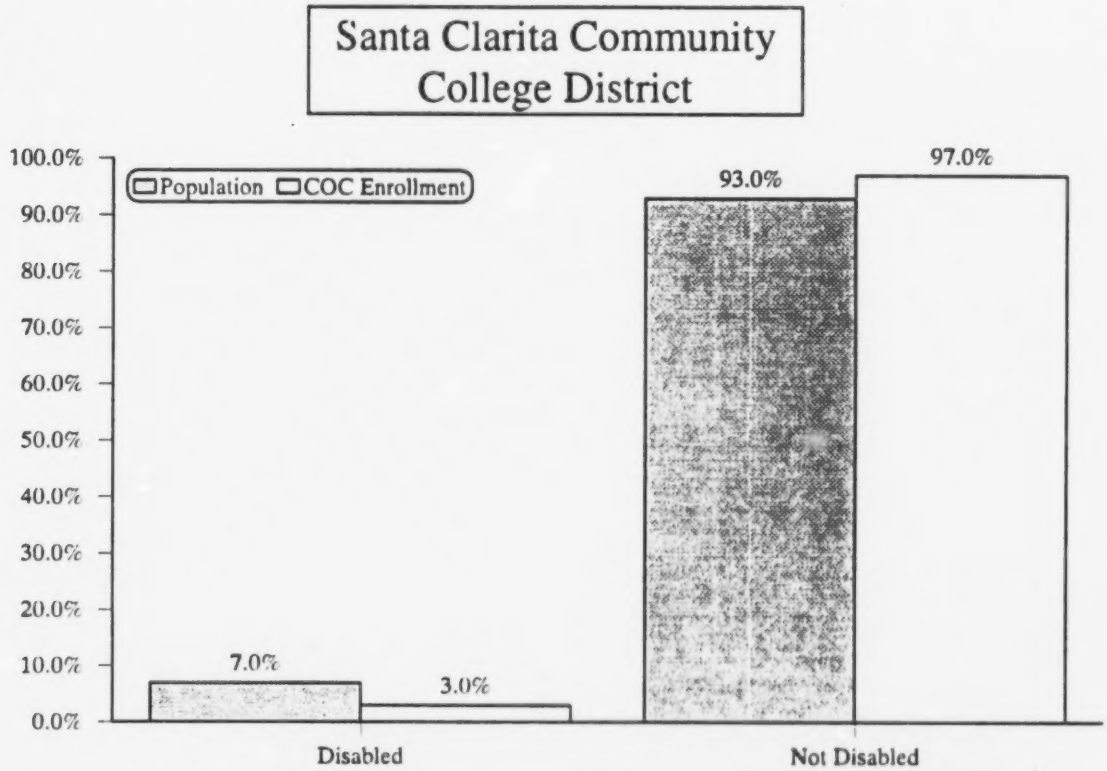
* District Residents Only

When compared to the District adult population, traditionally-aged college students (18-24) are overrepresented in college enrollment, while all other age groups are underrepresented.

Sources: 1990 Census Data for the Santa Clarita Community College District. Fall 1993 Full-term Enrollment. Computer Center Report.

Indicator 1d. ACCESS BY DISABILITY.

Compare the percentage of each group that is enrolled to the percentage of each group in the adult population within the community served.



	1990 Census District Population 16 years and older	Fall 1993 Full-term Enrollment 18 years and older
Disabled	7,536 +	156 *
Not Disabled	100,156	5,084
TOTAL:	107,692	5,240 **

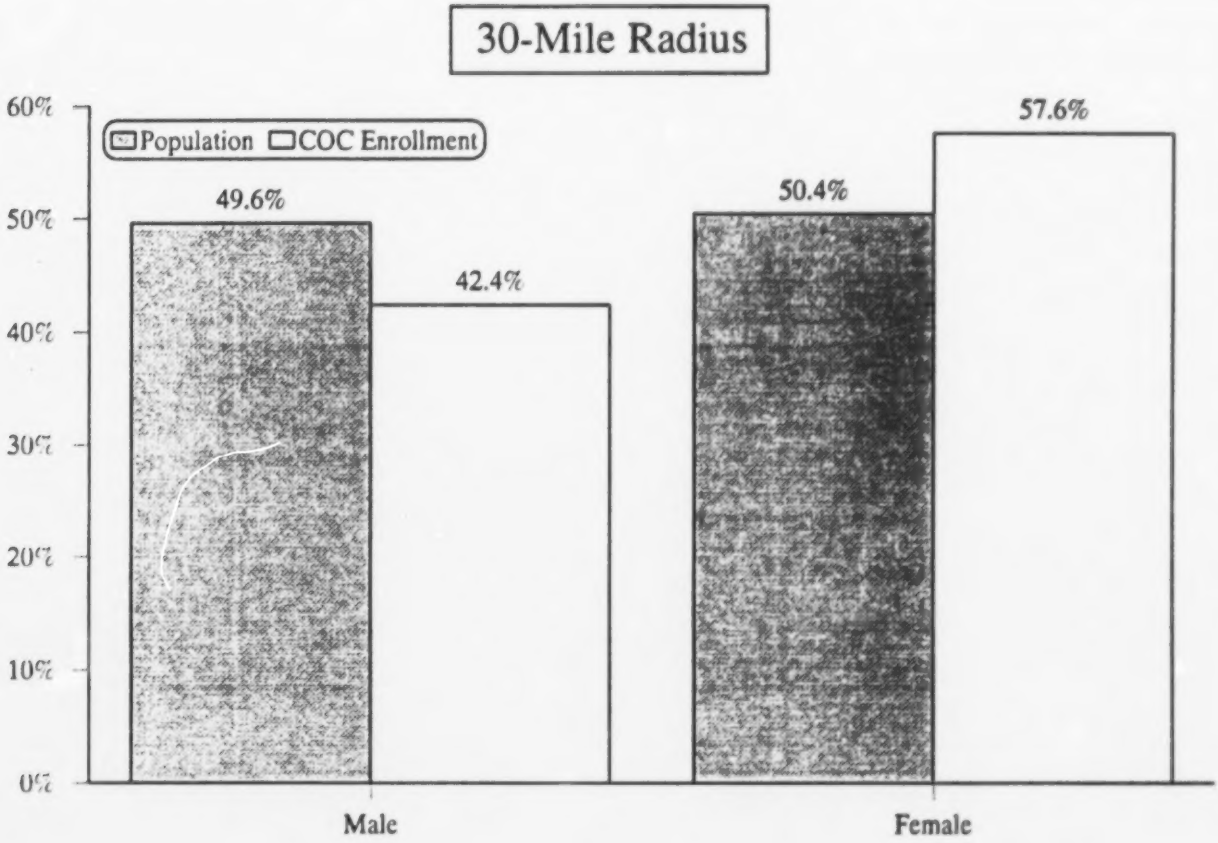
* Participation in the DSP&S Program.
** District residents only.
\+ Includes residents in and not in the labor force.

When compared to the District adult population, disabled students are underrepresented in college enrollment.

Sources: 1990 Census Data for the Santa Clarita Community College District. Fall 1993 Full-term Enrollment. Computer Center Report.

Indicator 1e. ACCESS BY GENDER.

Compare the percentage of each group that is enrolled to the percentage of each group in the adult population within the community served.



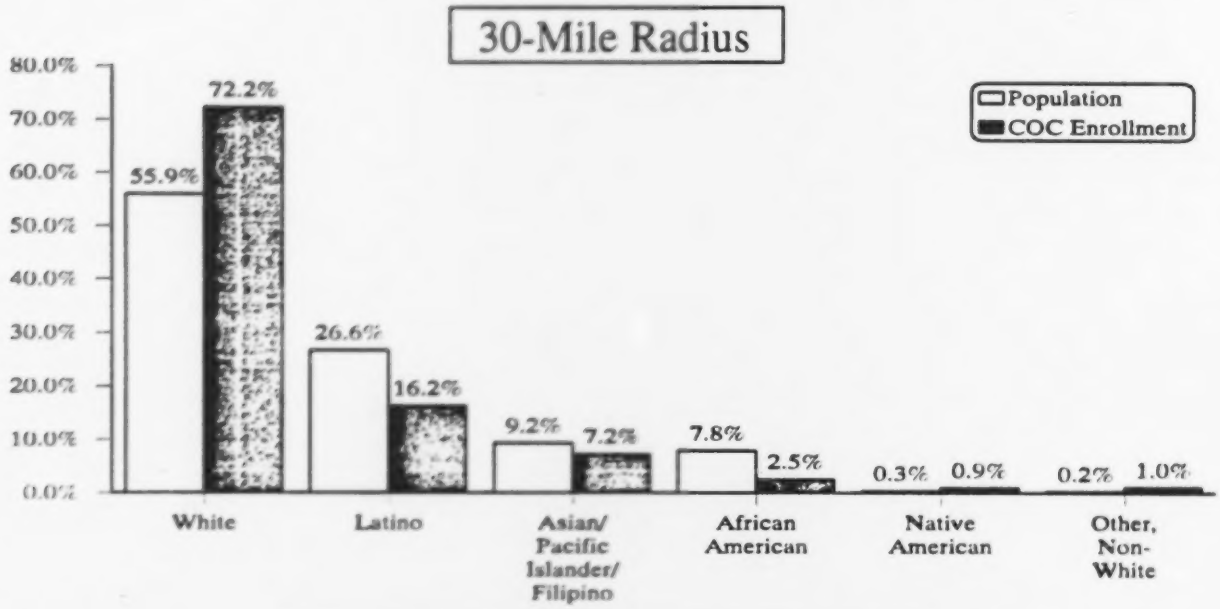
	1990 Census 30-Mile Radius 18 years and older	Fall 1993 Full-term Enrollment All Students
Male	1,672,498	3,083
Female	1,701,640	4,189
TOTAL:	3,374,138	7,272

When compared to the adult population within a 30-mile radius of the college, females are overrepresented in the college enrollment while males are underrepresented.

Sources: 1990 Census Data for 30-Mile Radius from the College. Fall 1993 Full-term Enrollment Data, Computer Center Report.

Indicator 1f. ACCESS BY ETHNICITY.

Compare the percentage of each group that is enrolled to the percentage of each group in the adult population within the community served.



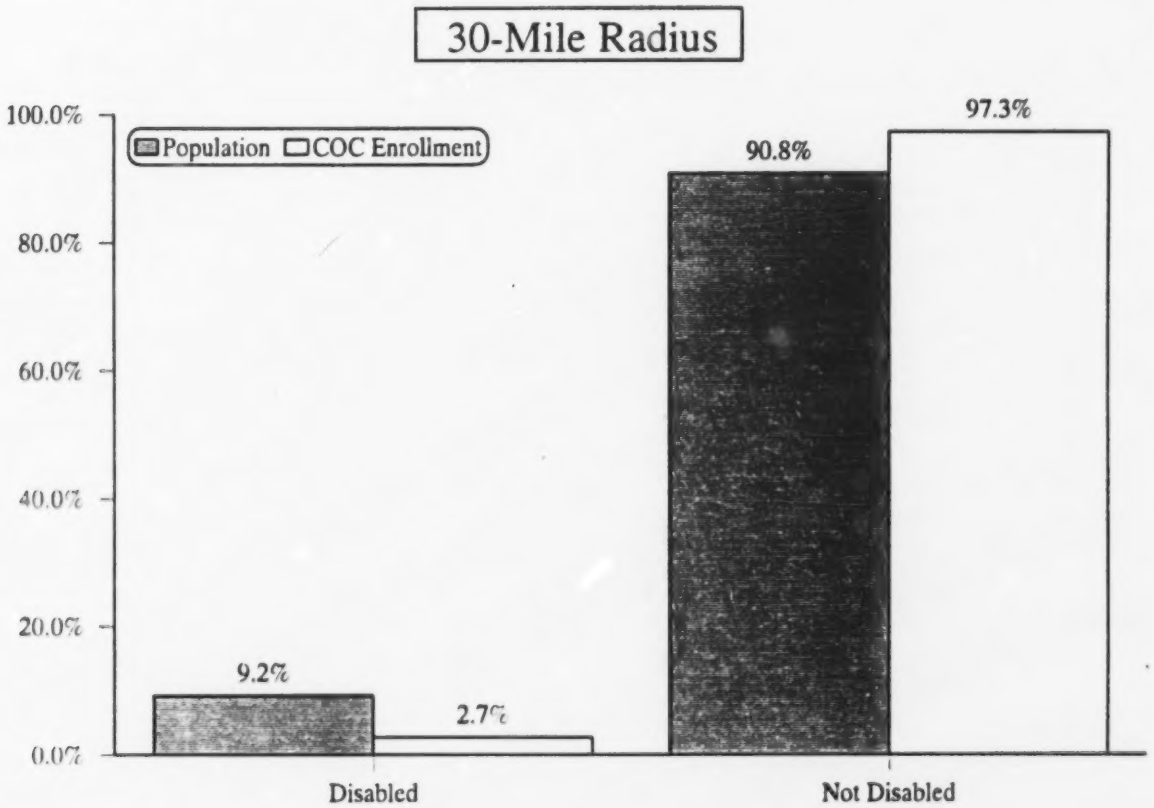
	1990 Census 30-Mile Radius 18 years and older	Fall 1993 Full-term Enrollment All Students
White	1,861,247	5,252
Latino	884,081	1,181
Asian/Pacific Islander/ Filipino	305,477	521
African American	259,856	183
Native American	11,478	63
Other, Non-White	5,836	72
TOTAL:	3,327,975	7,272

When compared to the adult population within a 30-mile radius of the college, White, Native Americans and Other Non-Whites are overrepresented in college enrollment, while Latinos, Asians, and African Americans are underrepresented. When reporting data by census tract and ethnicity, the Census Bureau only reports data for tracts with 400 or more residents. This reporting system has caused the loss of approximately 8,000 adult residents. Comparison of enrollment data with this adult population data may overrepresent the level of access that minority groups may have to the college.

Sources: 1990 Census Data for 30-Mile Radius from the College. Fall 1993 Full-term Enrollment Data, Computer Center Report.

Indicator 1g. ACCESS BY DISABILITY.

Compare the percentage of each group that is enrolled to the percentage of each group in the adult population within the community served.



	1990 Census 30-Mile Radius 16 years and older	Fall 1993 Full-term Enrollment All Students
Disabled	311,085 *	196 **
Not Disabled	3,063,053	7,076
TOTAL:	3,374,138	7,272

* Census data includes persons with a work disability in and not in the labor force.

** Participation in the DSP&S Program.

When compared to the population within a 30-mile radius of the college which is age 16 and above, disabled students are underrepresented in college enrollment.

Sources: 1990 Census Data for 30-Mile Radius From the College. Fall 1993 Full-term Enrollment. Computer Center Report.

INDICATOR 2: COURSE COMPLETION

There are two ways to calculate this ratio. We will provide data for both. In one, we will calculate successful course completers. In the second, we will include all students who completed a course, whether they received a passing or failing grade.

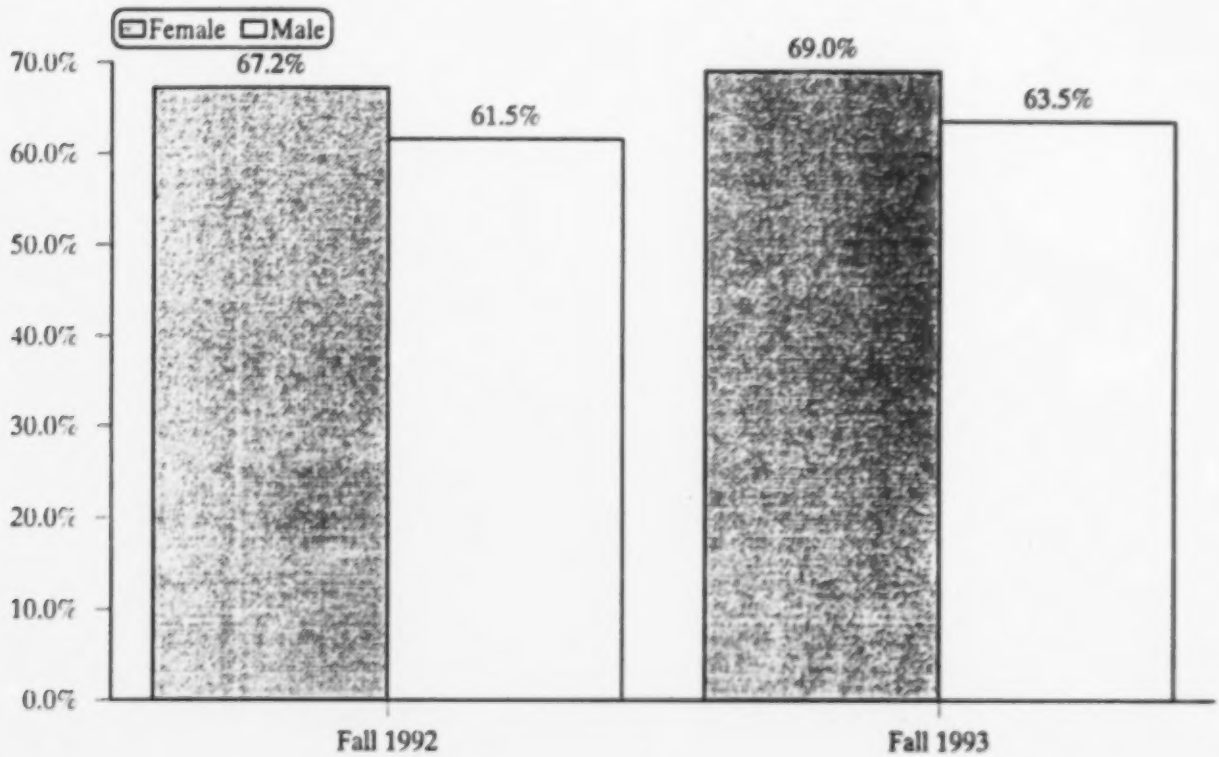
Ratio 1 = Number of courses in which x (i.e. male) students received A, B, C and CR grades
Number of courses in which x students were enrolled as of First Census

Ratio 2 = Number of courses in which x students received A, B, C, D, F, CR and NC grades
Number of courses in which x students were enrolled as of First Census

The Office of Student Equity has suggested that we use the "successful" course completion ratio (Ratio 1).

Indicator 2a. COURSE COMPLETION BY GENDER

Ratio 1: The ratio of the number of courses that students successfully complete (A, B, C and CR) to the number of courses in which students are enrolled on the census day of the term.



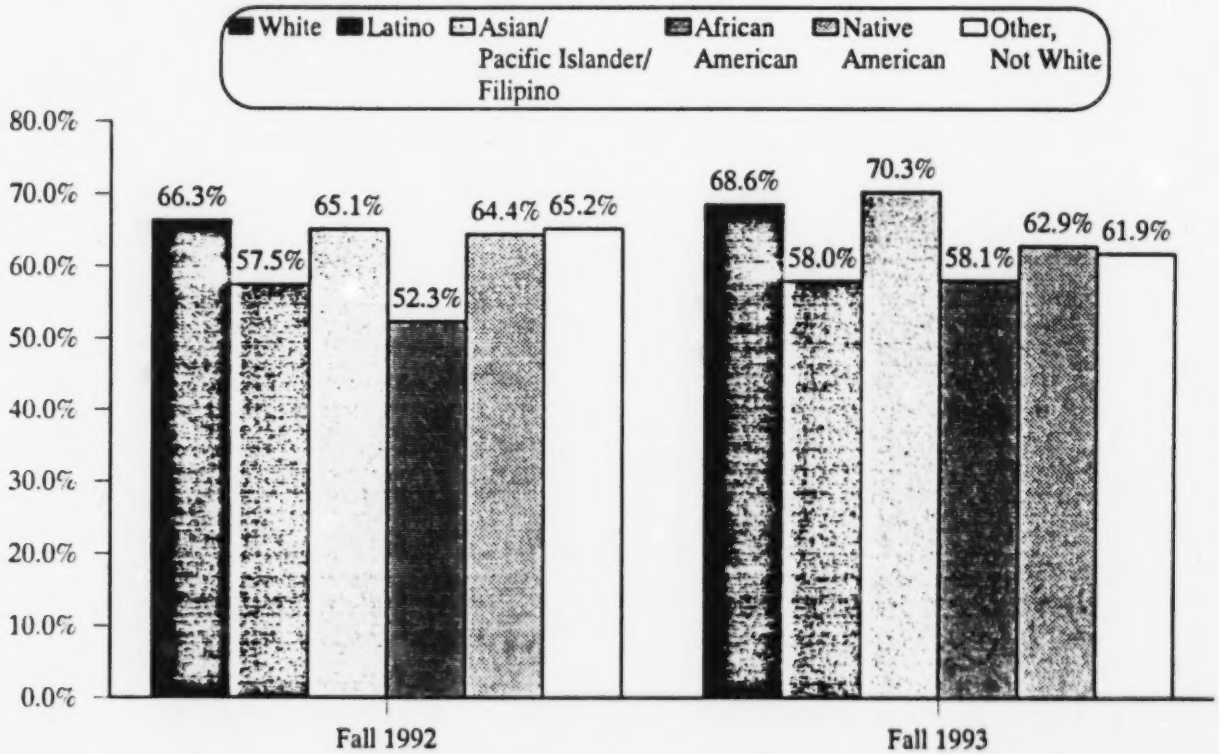
	Fall 1992		Fall 1993	
	Female	Male	Female	Male
Successful Completers:	6,449	4,891	6,611	4,823
C1 Enrollment:	9,597	7,954	9,584	7,596

In both Fall 1992 and Fall 1993 a greater percentage of female students successfully completed their classes than did male students. The college-wide successful course completion ratio increased from 64.6 percent in fall 1992 to 66.6 percent in fall 1993.

Sources: Computer Center Reports.

Indicator 2b. COURSE COMPLETION BY ETHNICITY

Ratio 1: The ratio of the number of courses that students successfully complete (A, B, C and CR) to the number of courses in which students are enrolled on the census day of the term.



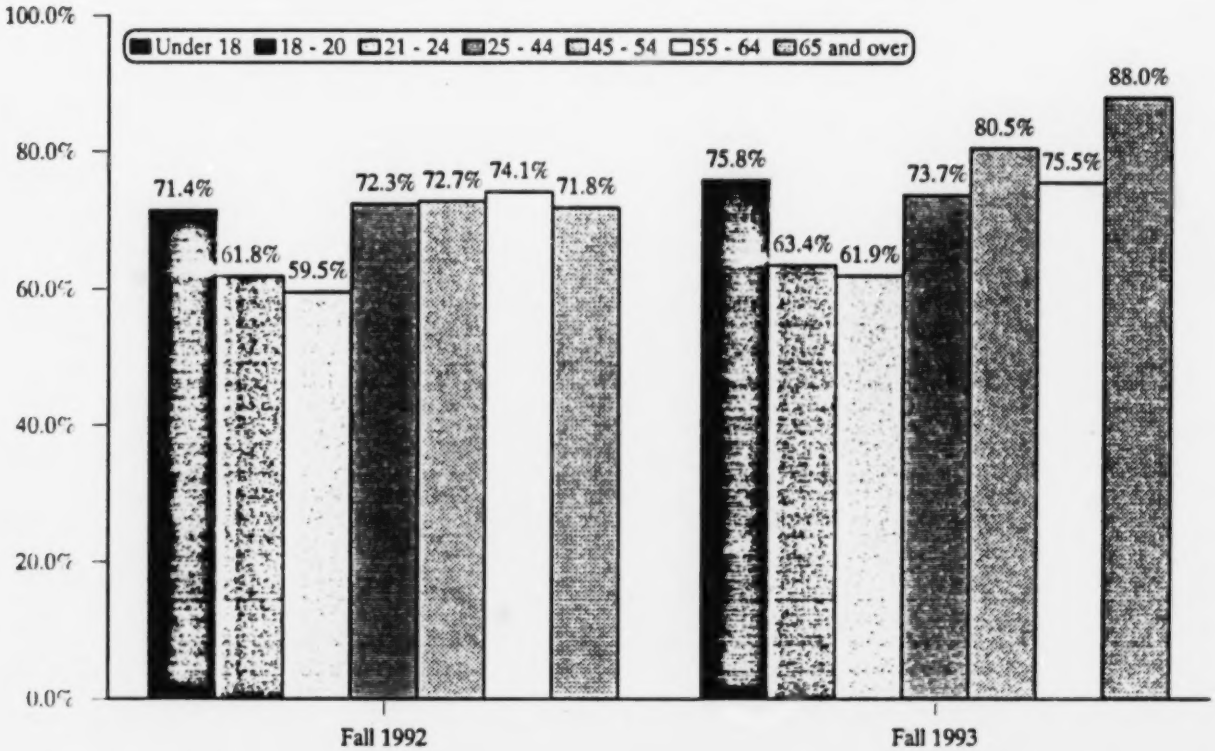
	Fall 1992						Fall 1993					
	White	Latino	Asian	Af. Am.	Native Am.	Other	White	Latino	Asian	Af. Am.	Native Am.	Other
Successful Completers:	8,642	1,434	827	230	76	131	8,391	1,623	912	281	110	117
C1 Enrollment:	13,028	2,494	1,270	440	118	201	12,238	2,797	1,297	484	175	189

Either White or Asian students had the highest percentage of students who successfully completed their classes. Latino and African American students had the lowest successful course completion ratios.

Source: Computer Center Reports.

Indicator 2c. COURSE COMPLETION BY AGE GROUPS

Ratio 1: The ratio of the number of courses that students <u>successfully</u> complete (A, B, C and CR) to the number of courses in which students are enrolled on the census day of the term.



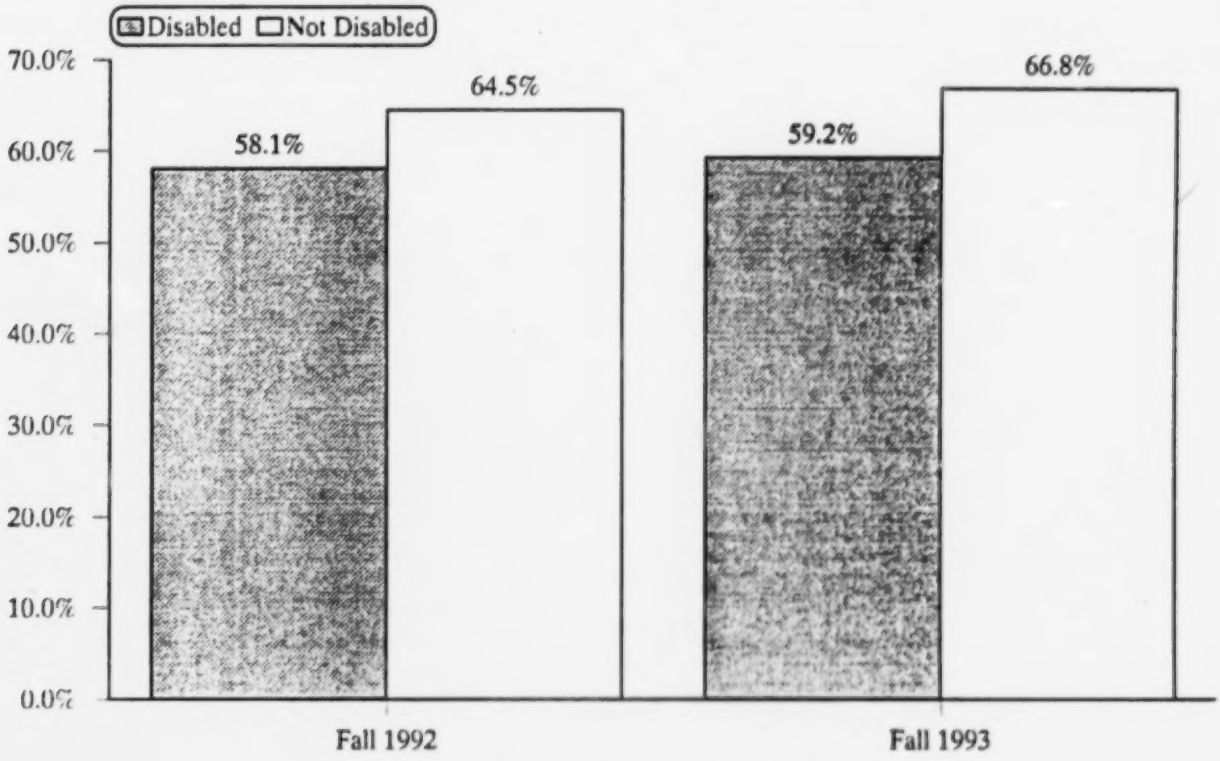
	Fall 1992							Fall 1993						
	<18	18-20	21-24	25-44	45-54	55-64	65+	<18	18-20	21-24	25-44	45-54	55-64	65+
Successful Completers:	110	4,906	2,429	3,337	424	106	28	144	5,072	2,344	3,319	453	80	22
C1 Enrollment:	154	7,934	4,079	4,618	583	143	39	190	7,998	3,786	4,505	563	106	25

Traditionally-aged college students (18-24) were found to have the lowest successful course completion ratios in both fall 1992 and fall 1993.

Source: Computer Center Reports.

Indicator 2d. COURSE COMPLETION BY DISABILITY

Ratio 1: The ratio of the number of courses that students successfully complete (A, B, C and CR) to the number of courses in which students are enrolled on the census day of the term.



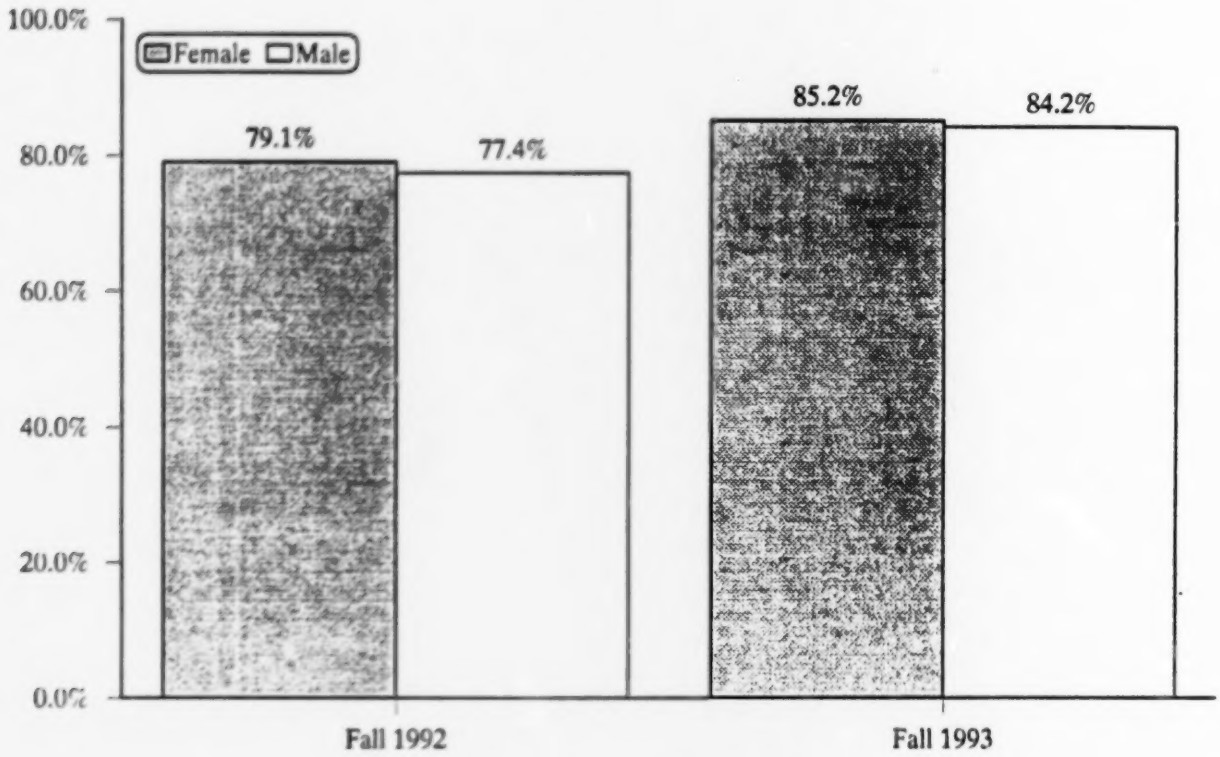
	Fall 1992		Fall 1993	
	Disabled	Not Disabled	Disabled	Not Disabled
Successful Completers:	268	11,072	340	11,094
C1 Enrollment:	461	17,090	574	16,606

Disabled students were found to have lower successful course completion ratios than students who were not disabled.

Source: Computer Center Reports.

Indicator 2e. COURSE COMPLETION BY GENDER

Ratio 2: The ratio of the number of courses that students complete to the number of courses in which students are enrolled on the census day of the term.



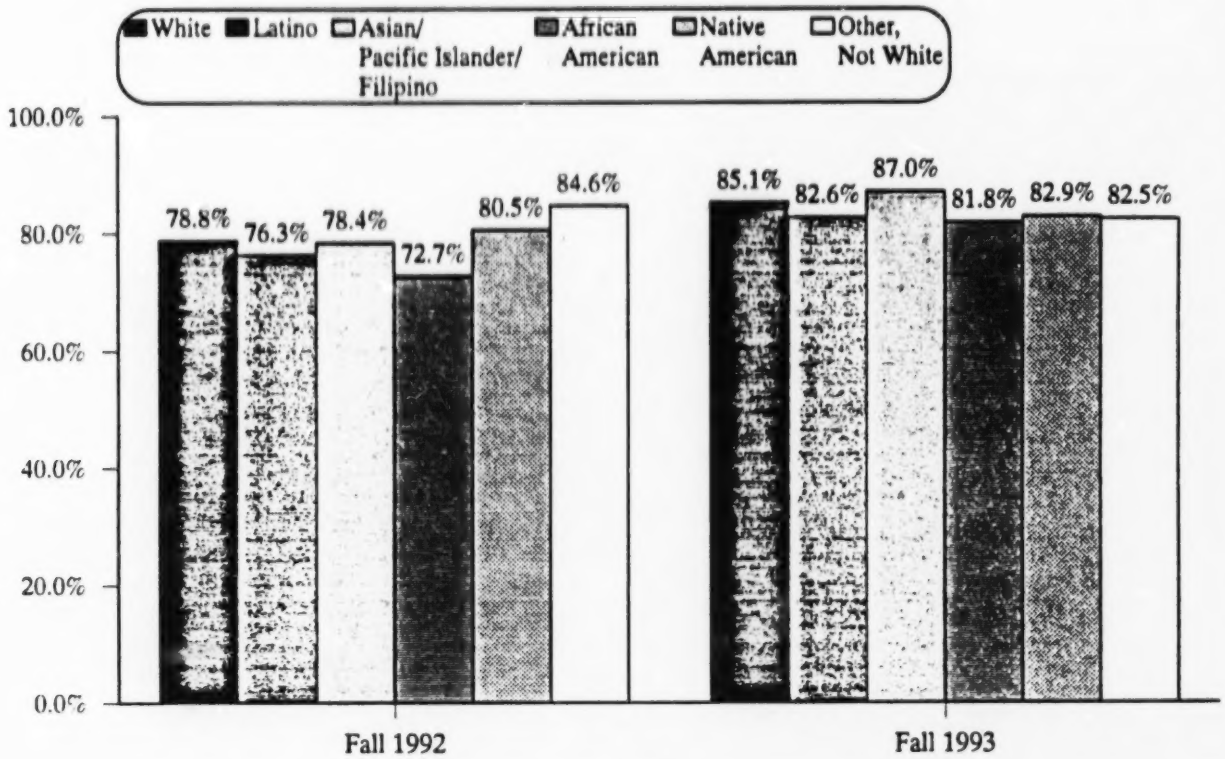
	Fall 1992		Fall 1993	
	Female	Male	Female	Male
Completers:	7,594	6,155	8,161	6,394
C1 Enrollment:	9,597	7,954	9,584	7,596

In both fall 1992 and fall 1993 a slightly greater percentage of female students completed their classes than did male students. The college-wide completion ratio increased from 78.3 percent in fall 1992 to 84.7 percent in fall 1993.

Source: Computer Center Reports.

Indicator 2f. COURSE COMPLETION BY ETHNICITY

Ratio 2: The ratio of the number of courses that students complete to the number of courses in which students are enrolled on the census day of the term.



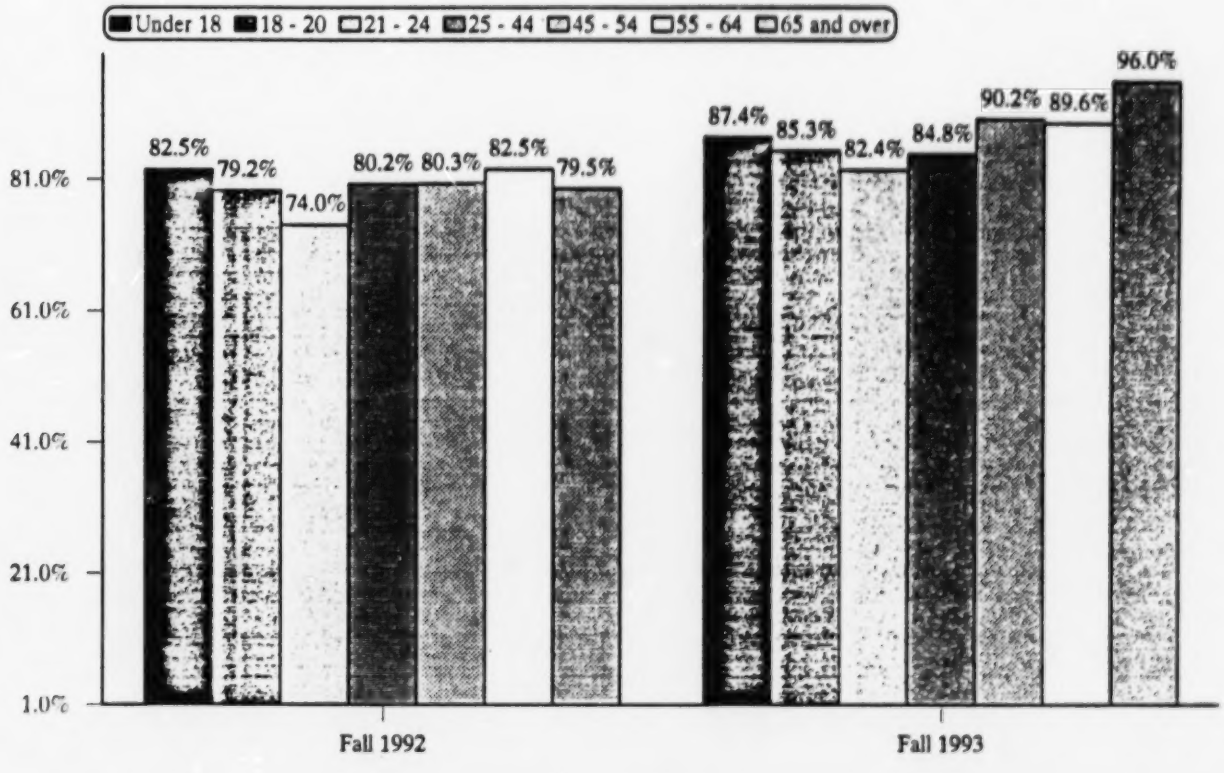
	Fall 1992						Fall 1993					
	White	Latino	Asian	Af. Am.	Native Am.	Other	White	Latino	Asian	Af. Am.	Native Am.	Other
Completers:	10,262	1,902	1,000	320	95	170	10,419	2,311	1,128	396	145	156
C1 Enrollment:	13,028	2,494	1,270	440	118	201	12,238	2,797	1,297	484	175	189

There was great variation in the ranking of the ethnic groups by course completion ratio from fall 1992 to fall 1993. The exception is that during both semesters, African Americans had the lowest completion ratio.

Source: Computer Center Reports.

Indicator 2g. COURSE COMPLETION BY AGE GROUPS

Ratio 2: The ratio of the number of courses that students complete to the number of courses in which students are enrolled on the census day of the term.



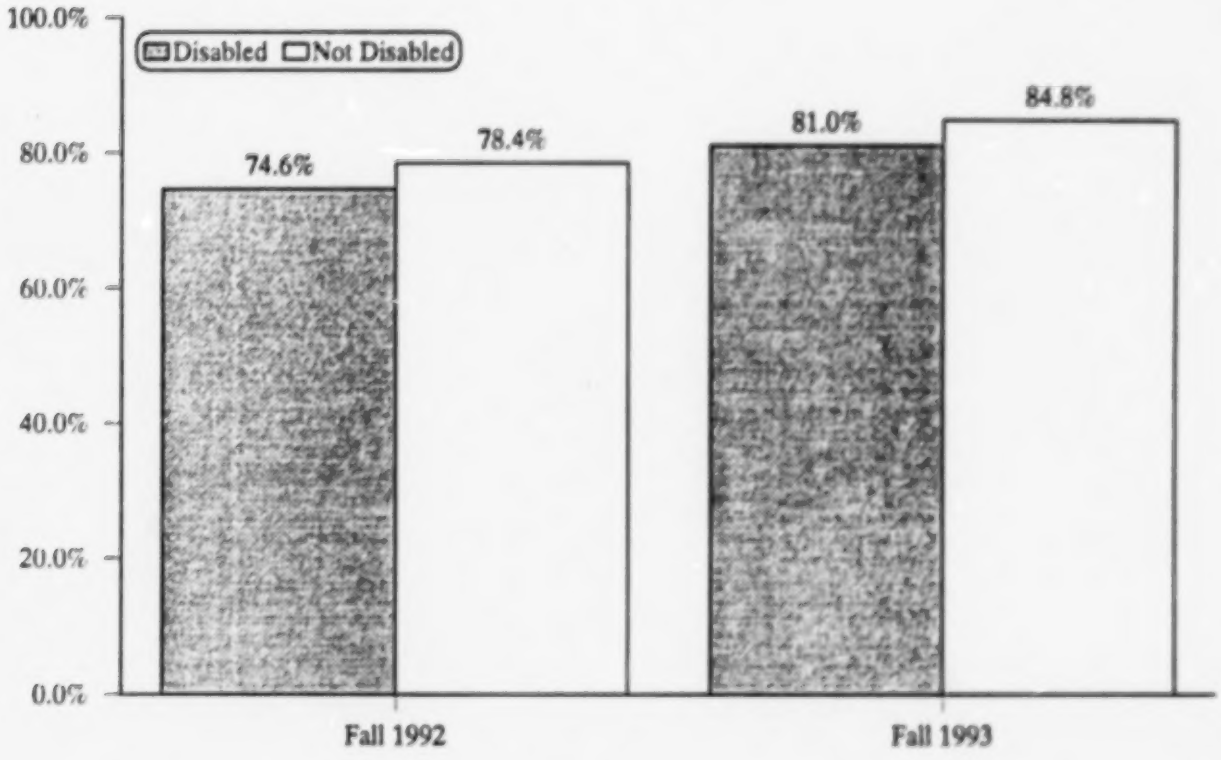
	Fall 1992							Fall 1993						
	<18	18-20	21-24	25-44	45-54	55-64	65+	<18	18-20	21-24	25-44	45-54	55-64	65+
Completers:	127	6,284	3,017	3,703	468	118	31	166	6,821	3,120	3,821	508	95	24
C1 Enrollment:	154	7,934	4,079	4,618	583	143	39	190	7,998	3,786	4,505	563	106	25

Traditionally-aged college students (18-24) ranked within the bottom three age groups by course completion ratio in both fall semesters.

Source: Computer Center Reports.

Indicator 2h. COURSE COMPLETION BY DISABILITY

Ratio 2: The ratio of the number of courses that students complete to the number of courses in which students are enrolled on the census day of the term.



	Fall 1992		Fall 1993	
	Disabled	Not Disabled	Disabled	Not Disabled
Completers:	344	13,405	465	14,090
C1 Enrollment:	461	17,090	574	16,606

Disabled students had lower completion ratios than students who were not disabled.

Source: Computer Center Reports.

INDICATOR 3: PERSISTENCE

Persistence is defined as students who enroll for two consecutive semesters. It was not included as one of the original five Students Equity indicators, but it appears that it will be added in the near future.

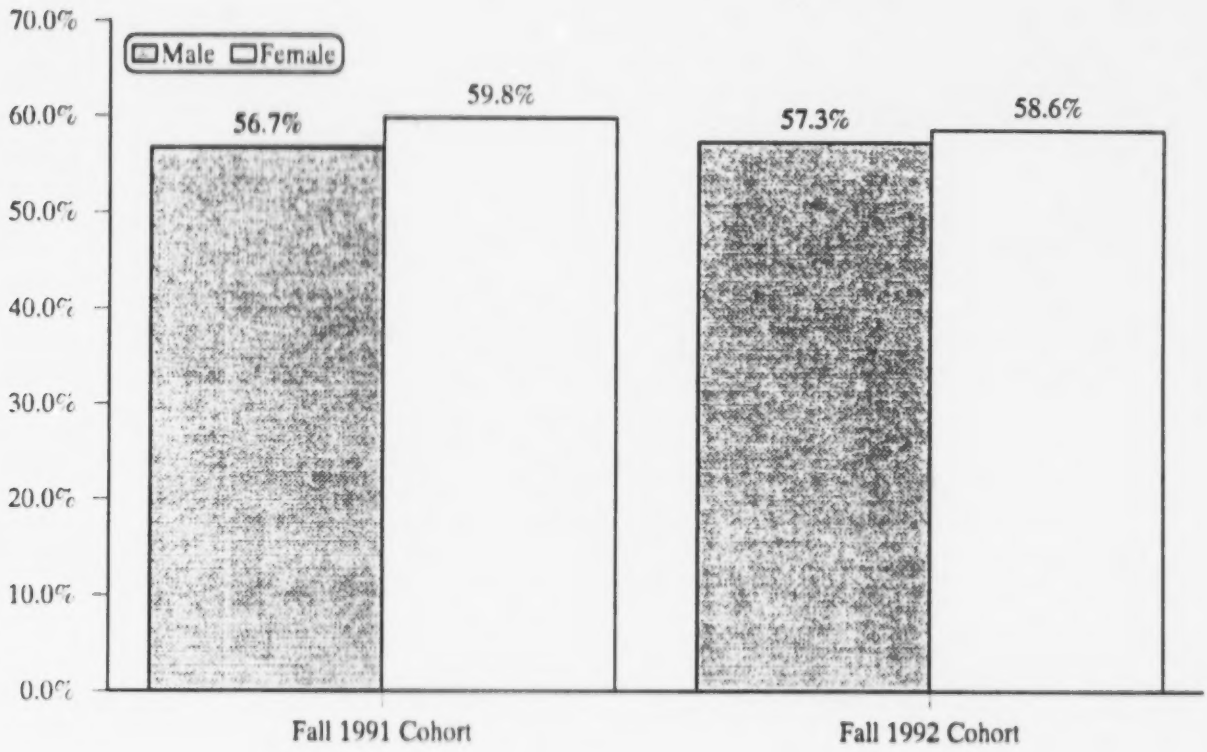
We calculated two persistence ratios. The first is for first-time college students, while the second is for all other students.

$$\text{Ratio 1} = \frac{\text{the number of first-time college students who enroll for two consecutive semesters}}{\text{the number of students enrolled in the first semester}}$$

$$\text{Ratio 2} = \frac{\text{the number of "continuing" students who enroll for two consecutive semesters}}{\text{the number of students enrolled in the first semester}}$$

Indicator 3a: PERSISTENCE BY GENDER

Ratio 1: The percentage of first-time college students who re-enroll in a second consecutive semester.



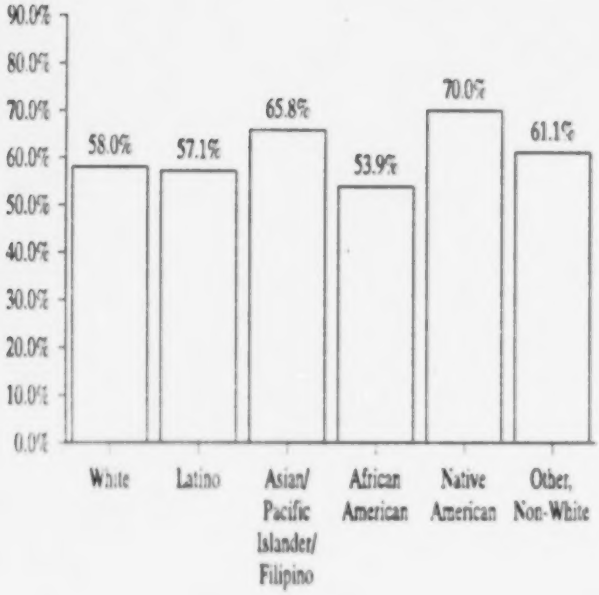
	Fall '91 Cohort		Fall '92 Cohort	
	Males	Females	Males	Females
Fall Enrollment	1,095	1,259	1,070	1,175
Spring Enrollment	621	753	613	689

A slightly higher percentage of females who were first-time college students persisted to the spring semester in each of the two cohorts. The college-wide persistence ratio for first-time college students declined slightly from 58.4 percent for the Fall 1991 cohort to 58.0 percent for the Fall 1992 cohort.

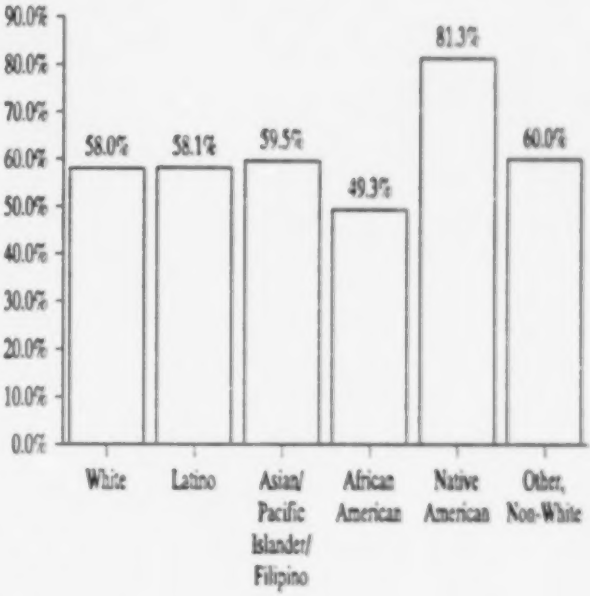
Source: Computer Center Reports.

Indicator 3b: PERSISTENCE BY ETHNICITY

Ratio 1: The percentage of first-time college students who re-enroll in a second consecutive semester.



Fall 1991 Cohort



Fall 1992 Cohort

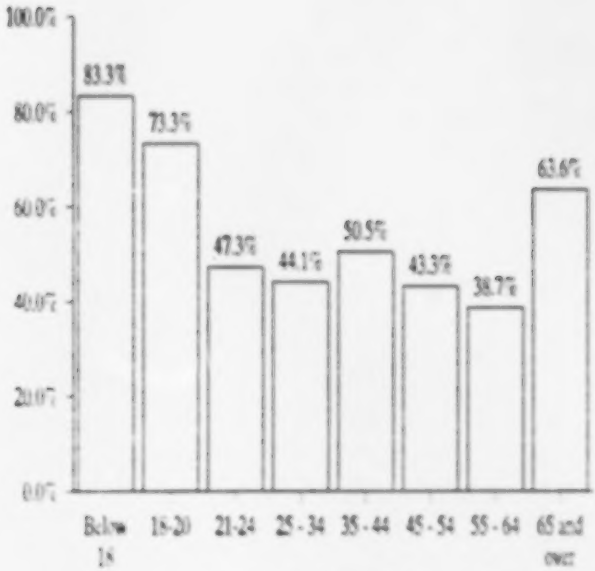
	Fall '91 Cohort						Fall '92 Cohort					
	White	Latino	Asian	Af. Amer.	Nat. Amer.	Other	White	Latino	Asian	Af. Amer.	Nat. Amer.	Other
Fall Enrollment	1,747	345	158	76	10	18	1,594	384	158	73	16	20
Spring Enrollment	1,014	197	104	41	7	11	924	223	94	36	13	12

The persistence ratio of first-time Native American college students surpassed that of all other ethnic categories in both cohorts. Asian students had a higher persistence ratio in both cohorts than white students. African American students had the lowest persistence rate in both cohorts.

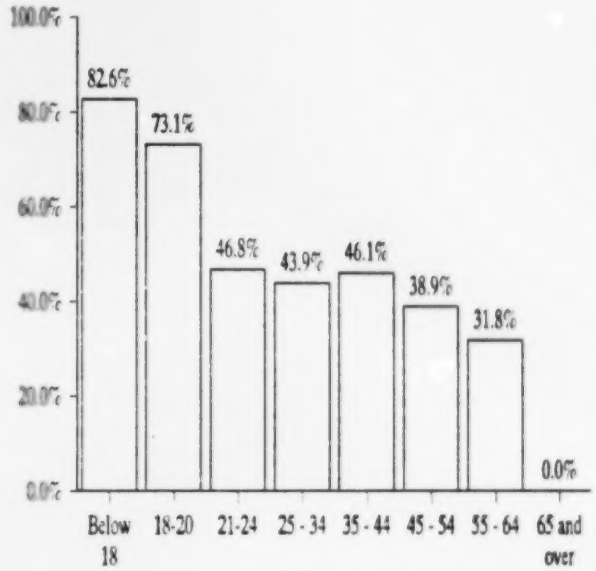
Source: Computer Center Reports.

Indicator 3c: PERSISTENCE BY AGE GROUPS

Ratio 1: The percentage of first-time college students who re-enroll in a second consecutive semester.



Fall 1991 Cohort



Fall 1992 Cohort

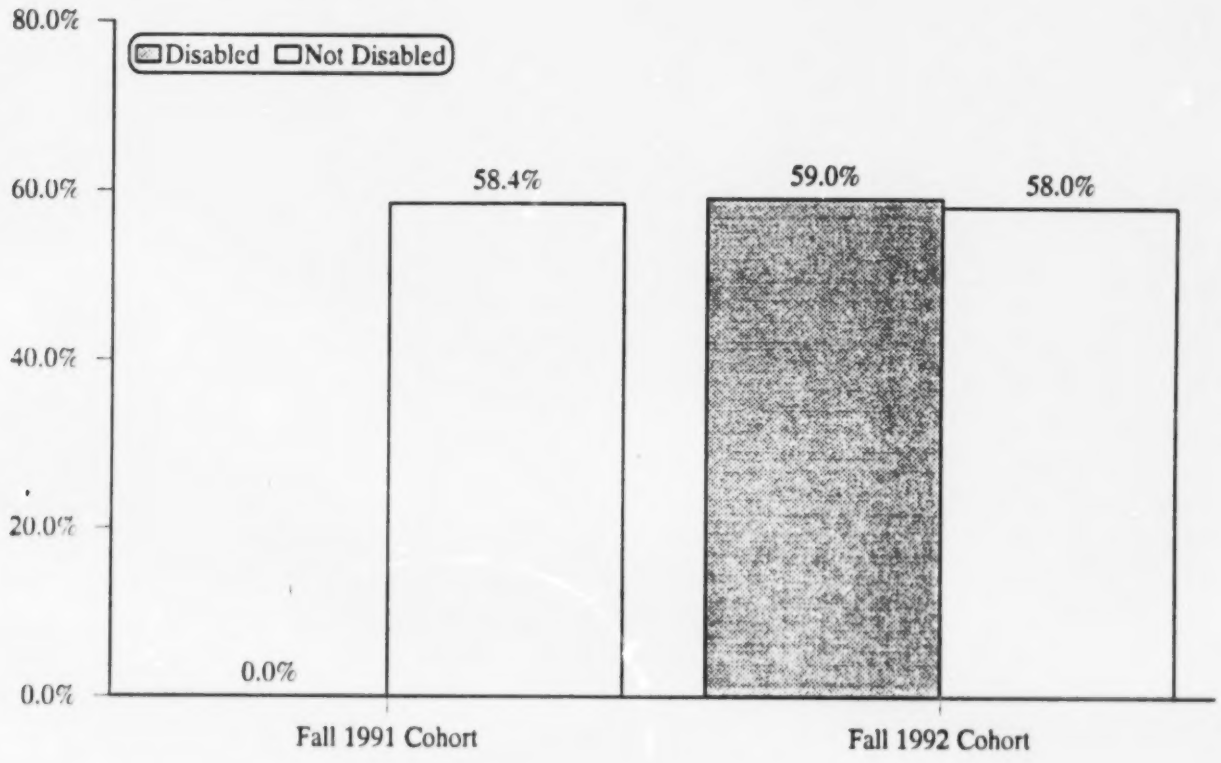
	Fall '91 Cohort								Fall '92 Cohort							
	<18	18-20	21-24	25-34	35-44	45-54	55-64	>65	<18	18-20	21-24	25-34	35-44	45-54	55-64	>65
Fall Enrollment	24	1017	351	521	295	104	31	11	23	1034	325	485	256	95	22	4
Spring Enrollment	20	745	166	230	149	45	12	7	19	756	152	213	118	37	7	0

First-time college students below the age of 21 had the highest persistence ratios in both cohorts. In both cohorts, the persistence ratios of first-time students <u>over</u> the age of 20 dropped to less than 50 percent, in all but two age groups.

Source: Computer Center Reports.

Indicator 3d: PERSISTENCE BY DISABILITY

Ratio 1: The percentage of first-time college students who re-enroll in a second consecutive semester.



	Fall '91 Cohort		Fall '92 Cohort	
	Disabled	Not Disabled	Disabled	Not Disabled
Fall Enrollment	*	2,354	39	2,206
Spring Enrollment	*	1,374	23	1,279

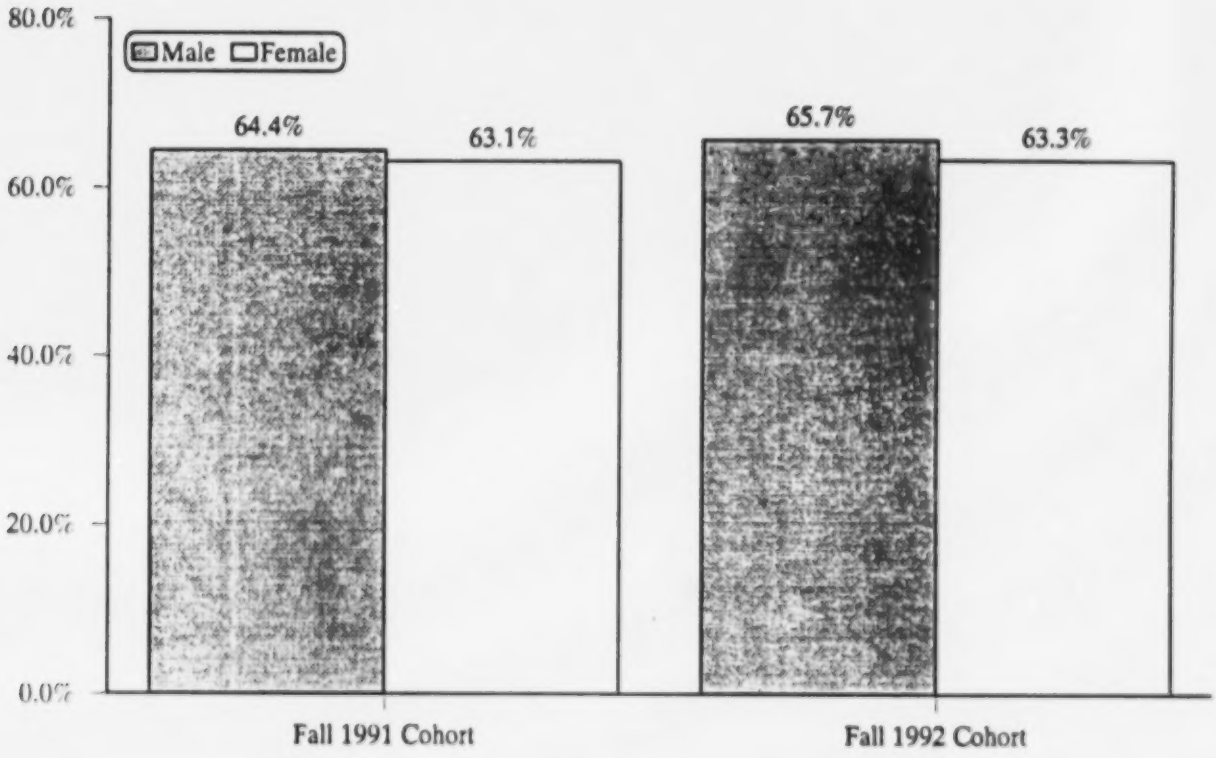
* Disabled students not yet recorded in our database.

In the fall 1992 cohort, first-time college students who are disabled had a slightly higher persistence ratio than students who are not disabled.

Sources: Computer Center Reports.

Indicator 3e: PERSISTENCE BY GENDER

Ratio 2: The percentage of continuing students who re-enroll in a second consecutive semester.



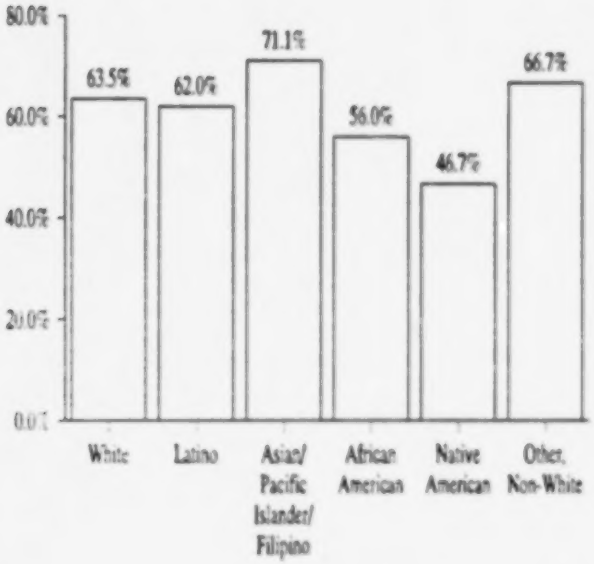
	Fall '91 Cohort		Fall '92 Cohort	
	Males	Females	Males	Females
Fall Enrollment	1,789	2,432	1,854	2,605
Spring Enrollment	1,152	1,534	1,218	1,649

A slightly <u>lower</u> percentage of females who were continuing college students persisted to the spring semester in each of the two cohorts. The college-wide persistence ratio for continuing college students increased from 63.6 percent for the Fall 1991 cohort to 64.3 percent for the Fall 1992 cohort.

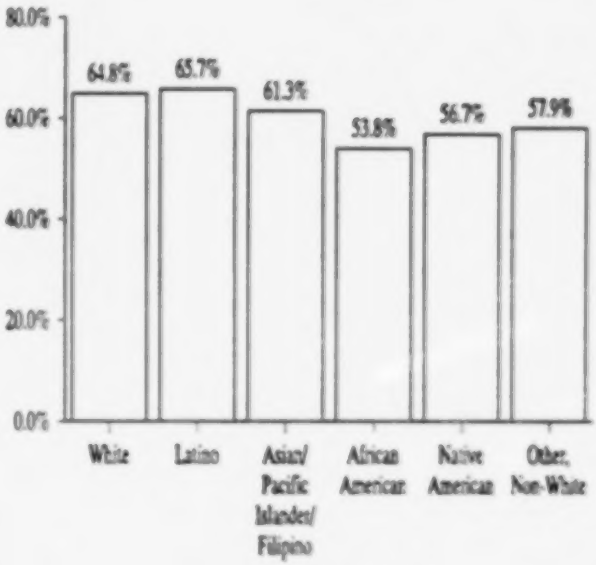
Source: Computer Center Reports.

Indicator 3f: PERSISTENCE BY ETHNICITY

Ratio 2: The percentage of continuing students who re-enroll in a second consecutive semester.



Fall 1991 Cohort



Fall 1992 Cohort

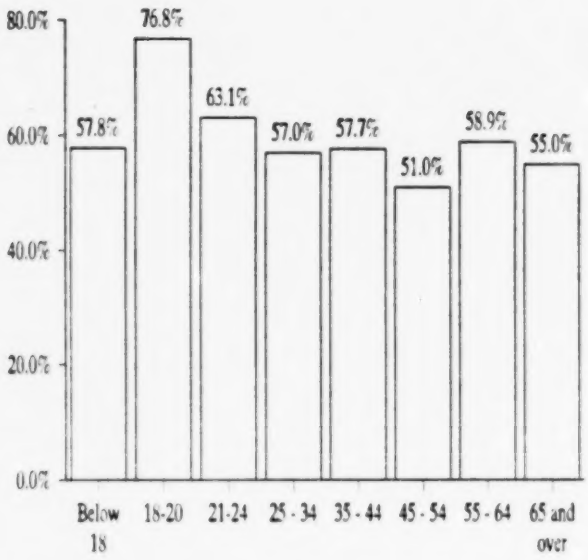
	Fall '91 Cohort						Fall '92 Cohort					
	White	Latino	Asian	Af. Amer.	Nat. Amer.	Other	White	Latino	Asian	Af. Amer.	Nat. Amer.	Other
Fall Enrollment	3,336	458	256	75	30	66	3,398	578	305	91	30	57
Spring Enrollment	2,120	284	182	42	14	44	2,201	380	187	49	17	33

While Asian students had the highest persistence ratio for continuing students of the fall 1991 cohort, Latino students had the highest ratio for the fall 1992 cohort. African American students had the lowest persistence rate of both cohorts.

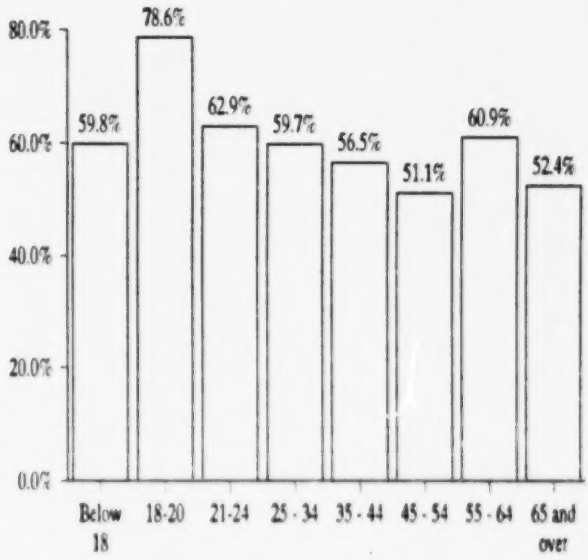
Source: Computer Center Reports.

Indicator 3g: PERSISTENCE BY AGE GROUPS

Ratio 2: The percentage of continuing students who re-enroll in a second consecutive semester.



Fall 1991 Cohort



Fall 1992 Cohort

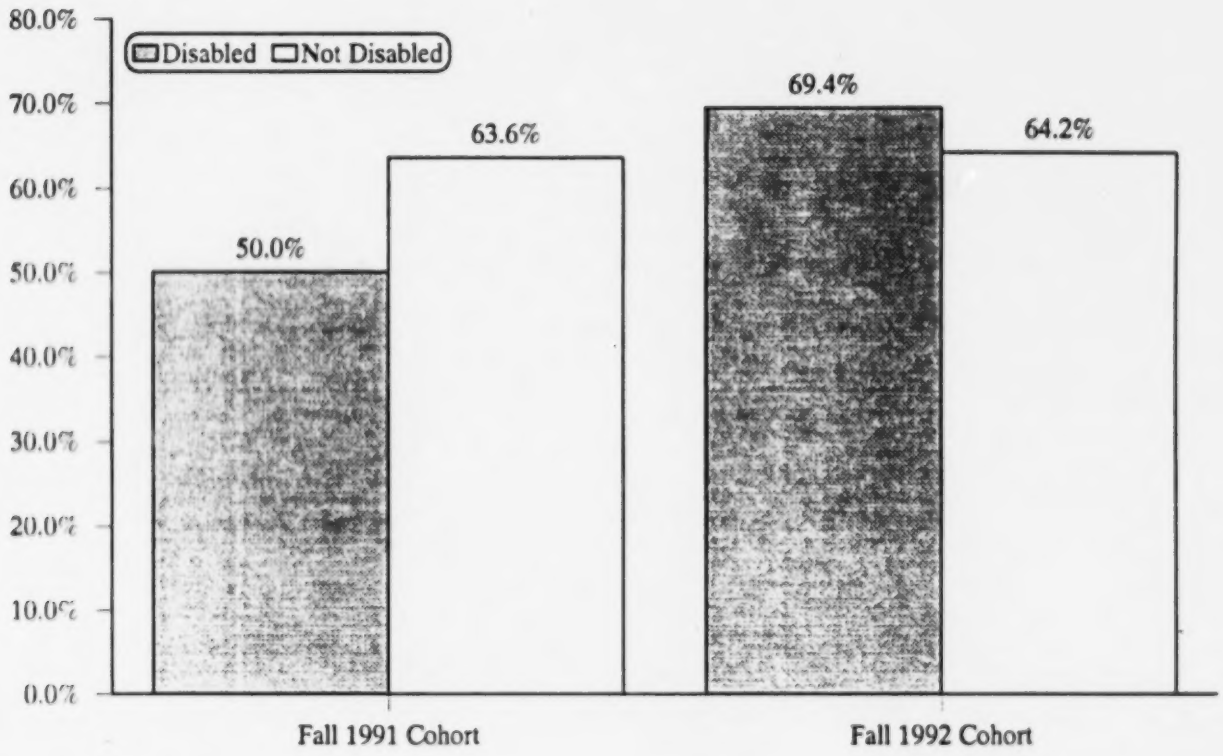
	Fall '91 Cohort								Fall '92 Cohort							
	<18	18-20	21-24	25-34	35-44	45-54	55-64	>65	<18	18-20	21-24	25-34	35-44	45-54	55-64	>65
Fall Enrollment	90	1136	1049	966	636	251	73	20	82	1138	1131	1035	713	270	69	21
Spring Enrollment	52	872	662	551	367	128	43	11	49	895	711	618	403	138	42	11

Continuing students who were of traditional college age (18 - 24) had the highest persistence ratios for both cohorts. Generally, continuing students had higher persistence rates than first-time students of the same age group (see Indicator 3c).

Source: Computer Center Reports.

Indicator 3h: PERSISTENCE BY DISABILITY

Ratio 2: The percentage of continuing students who re-enroll in a second consecutive semester.



	Fall '91 Cohort		Fall '92 Cohort	
	Disabled	Not Disabled	Disabled	Not Disabled
Fall Enrollment	2*	4,219	124	4,335
Spring Enrollment:	1*	2,685	86	2,781

* Disabled students not yet recorded in our database.

Fall 1991 cohort comparisons are not possible because of the lack of full information on disabled students. In fall 1992, continuing students who are disabled had a higher persistence ratio than students who are not disabled.

Sources: Computer Center Reports.

INDICATOR 4: DEGREE AND CERTIFICATE COMPLETION

The Office of Student Equity would like us to provide them with a degree and certificate ratio.

$$\text{Degree/certificate ratio} = \frac{\text{the number of students who receive a degree or certificate}}{\text{the number of students with the same informed matriculation goal}}$$

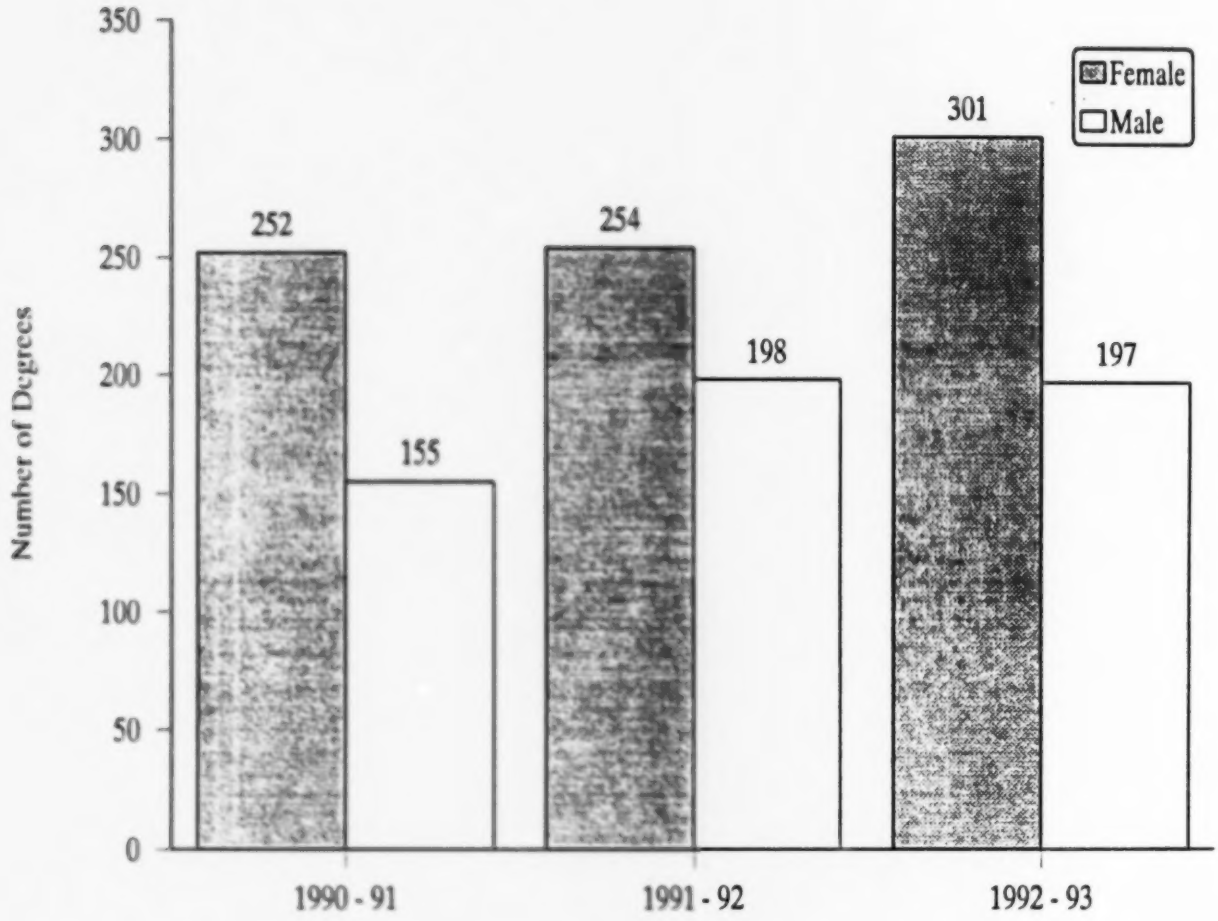
A recent analysis of the entering goal of students who eventually received a degree showed that students change their minds once they enroll at the college.

For purposes of this report, we chose to include the actual number of degrees and certificates awarded for the past three academic years.

The Degree and Certificate Completion Sub-Committee may wish to examine the degree/certificate ratio data to see if they think it provides better data from which to view student equity.

Indicator 4a. DEGREES AWARDED BY GENDER

Total number of A.A. and A.S. degrees awarded.

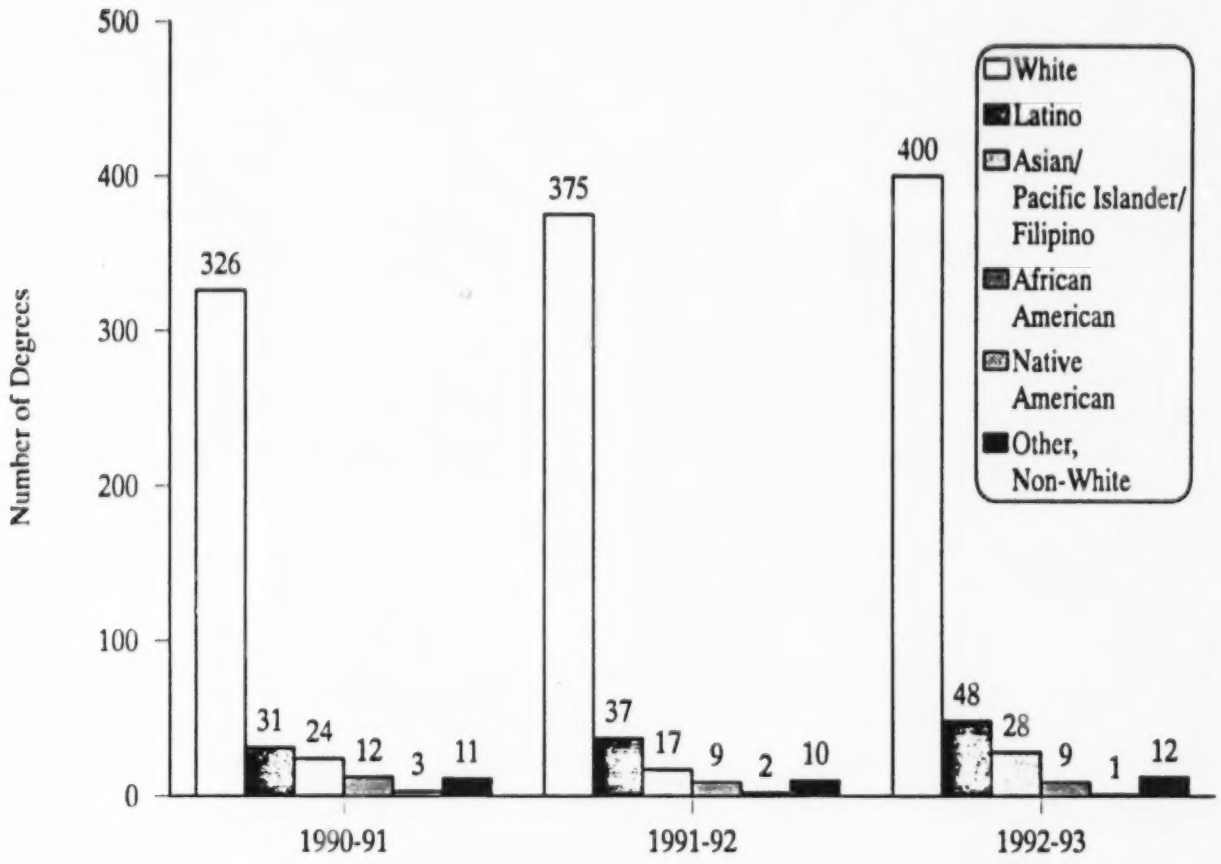


Female students were awarded more degrees than male students in all three academic years.

Source: Degrees and Certificates Awarded, 1990-1993. Office of Institutional Development, January 1994.

4b. DEGREES AWARDED BY ETHNICITY

Total number of A.A. and A.S. degrees awarded.

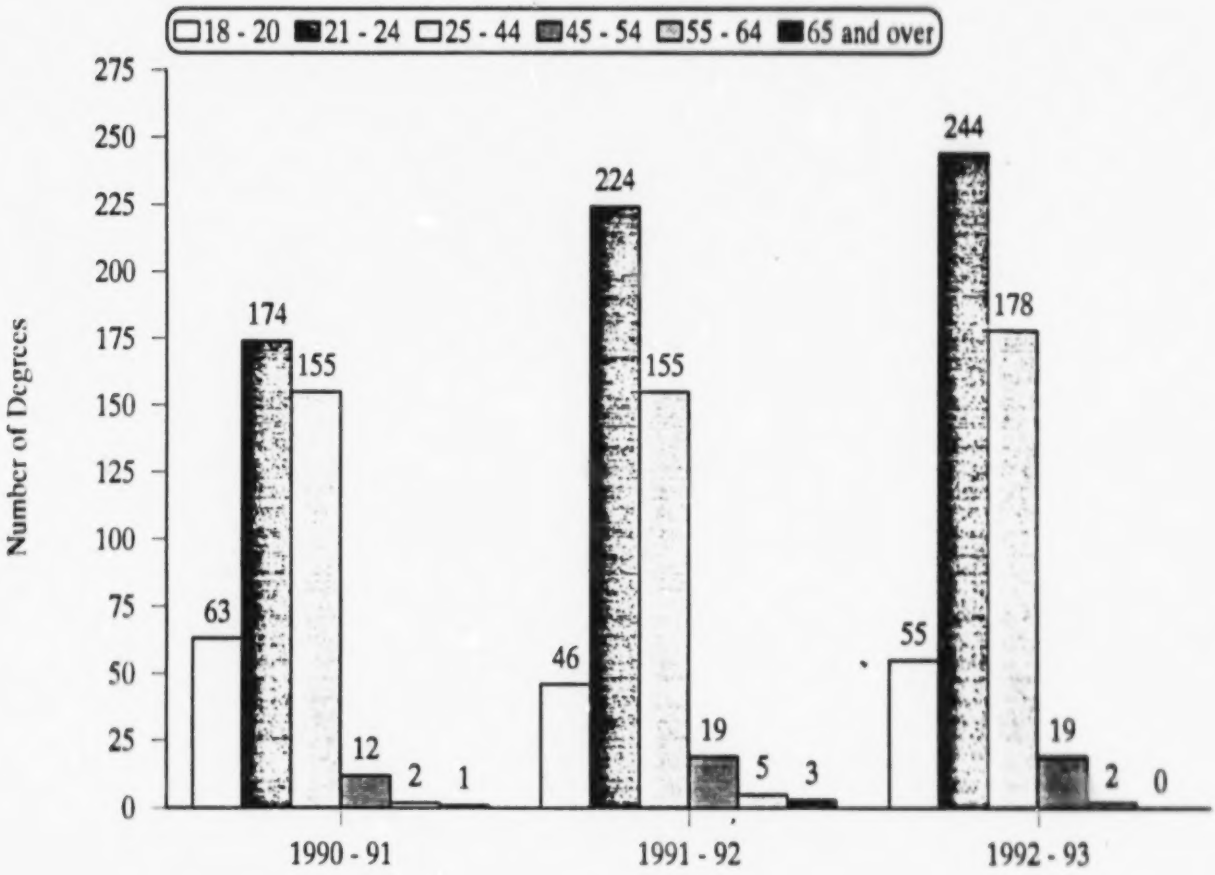


In each of the three academic years, white students were awarded more degrees than all other ethnic categories combined.

Source: Degrees and Certificates Awarded, 1990-1993, Office of Institutional Development, January 1994.

Indicator 4c. DEGREES AWARDED BY AGE GROUPS

Total number of A.A. and A.S. degrees awarded by age of student at time of award.

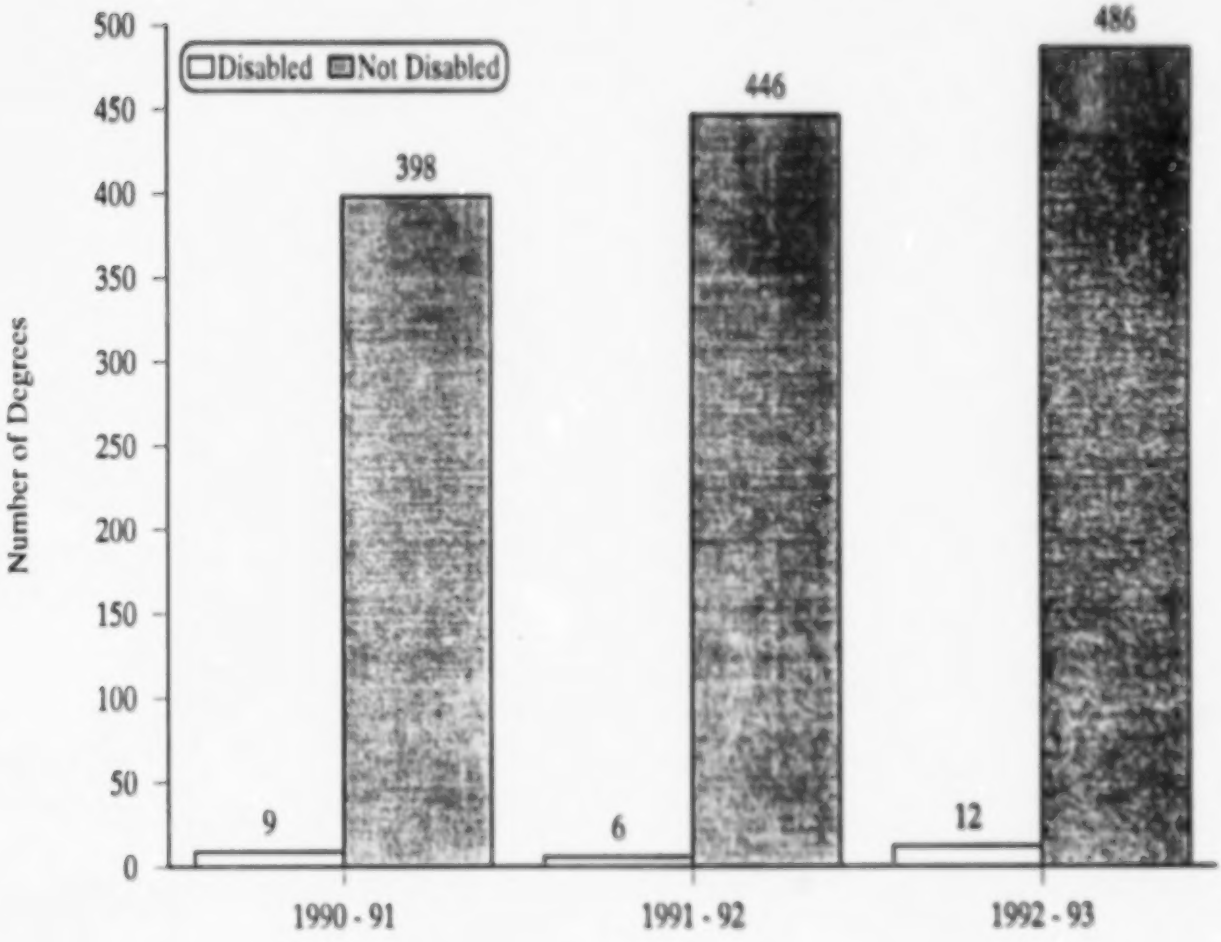


In all three academic years, students who are of traditional college age (18-24) received the majority of the degrees awarded.

Source: Degrees and Certificates Awarded, 1990-1993. Office of Institutional Development, January 1994.

Indicator 4d. DEGREES AWARDED BY DISABILITY

Total number of A.A. and A.S. degrees awarded.

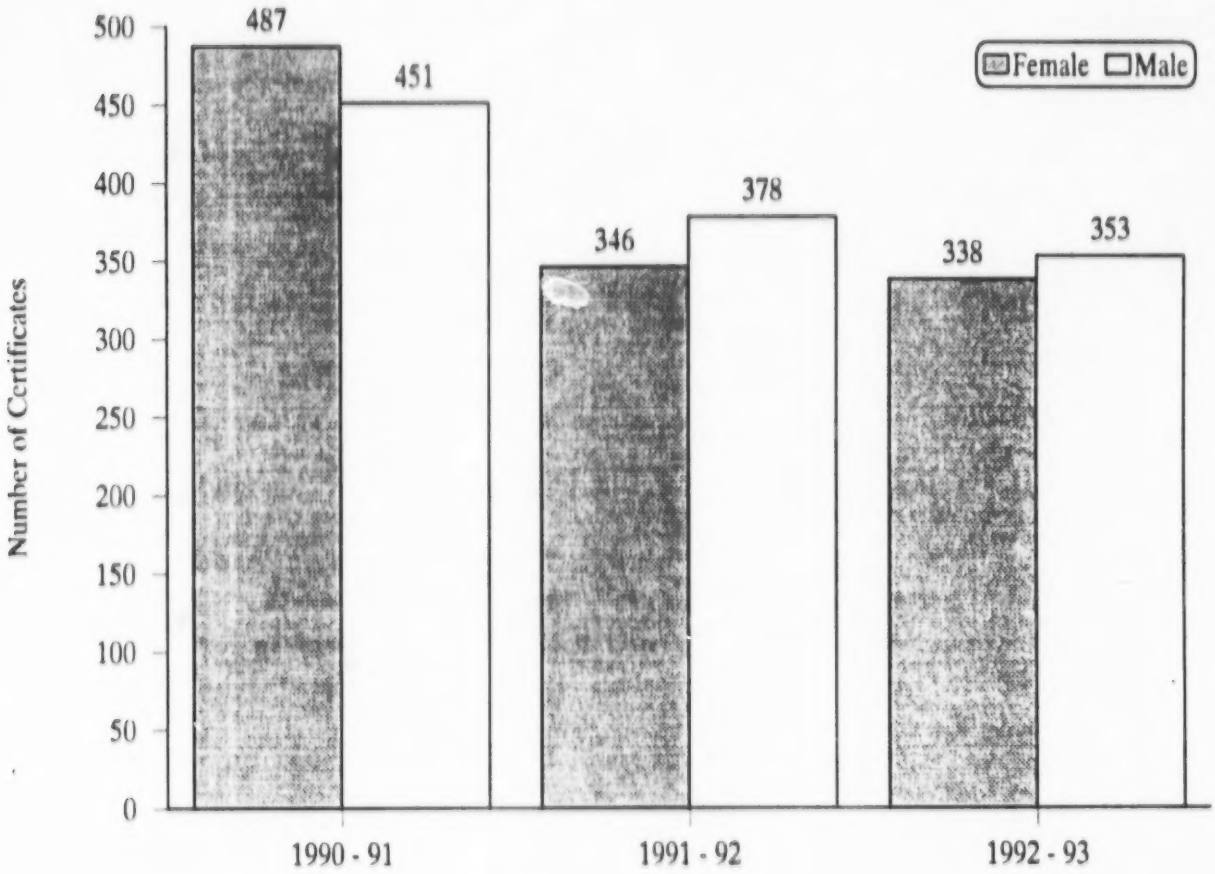


While the number of degrees granted to disabled students increased over this time period, they accounted for less than 3 percent of the total degrees awarded.

Source: Degrees and Certificates Awarded, 1990-1993, Office of Institutional Development, January 1994.

Indicator 4e. CERTIFICATES AWARDED BY GENDER

Total number of certificates awarded.

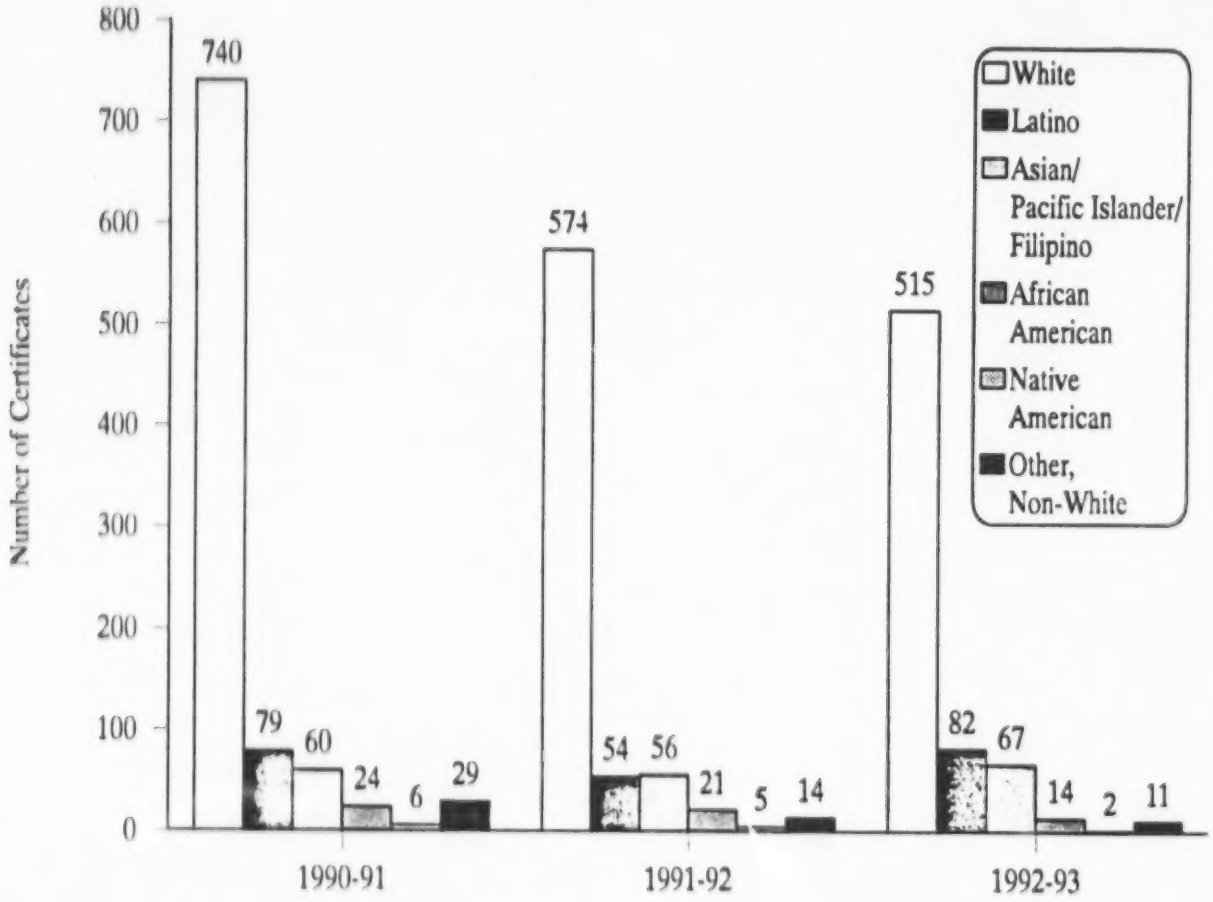


In the last two academic years, males received more certificates than females.

Source: Degrees and Certificates Awarded, 1990-1993, Office of Institutional Development, January 1994.

Indicator 4f. CERTIFICATES AWARDED BY ETHNICITY

Total number of certificates awarded.

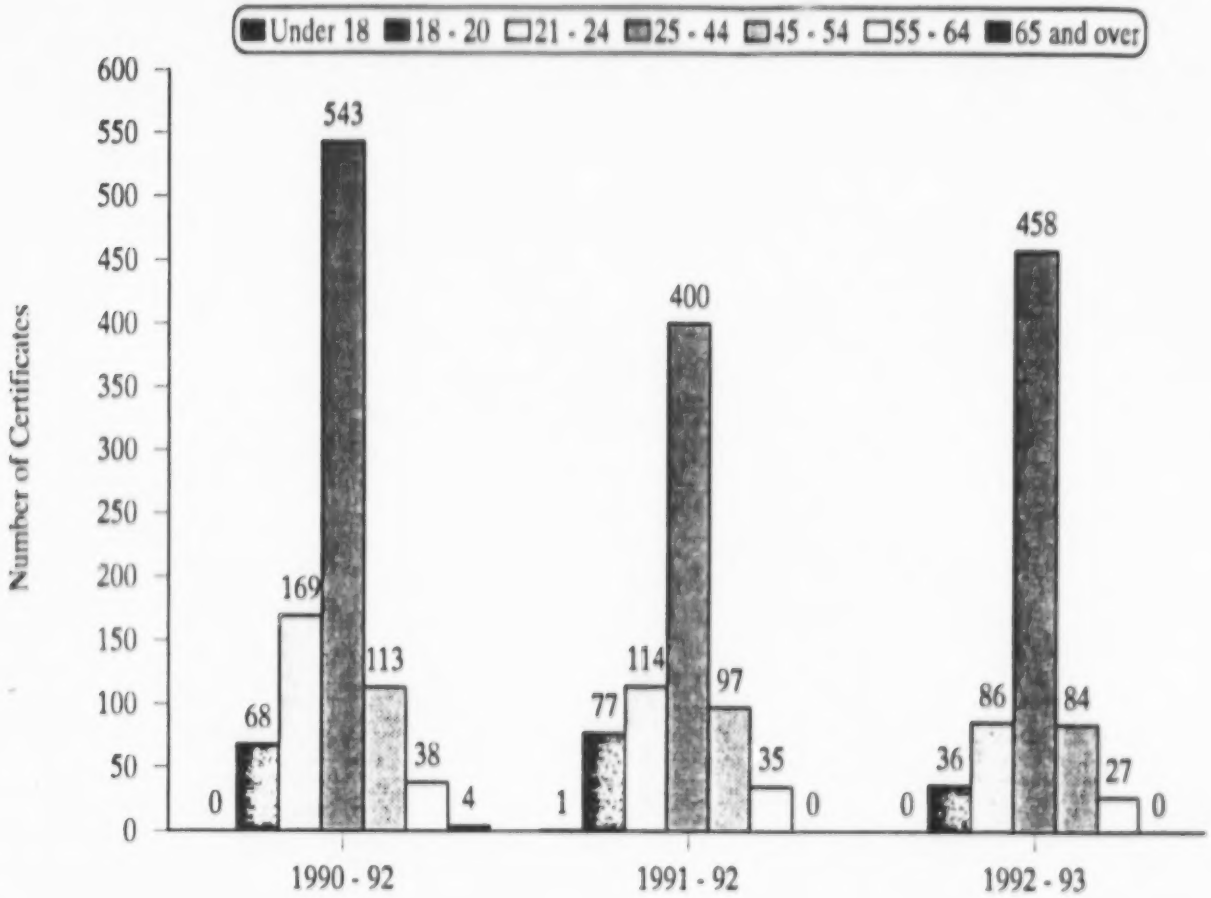


In each of the three academic years, white students were awarded more certificates than all other ethnic categories combined.

Source: Degrees and Certificates Awarded, 1990-1993, Office of Institutional Development, January 1994.

Indicator 4g. CERTIFICATES AWARDED BY AGE GROUPS

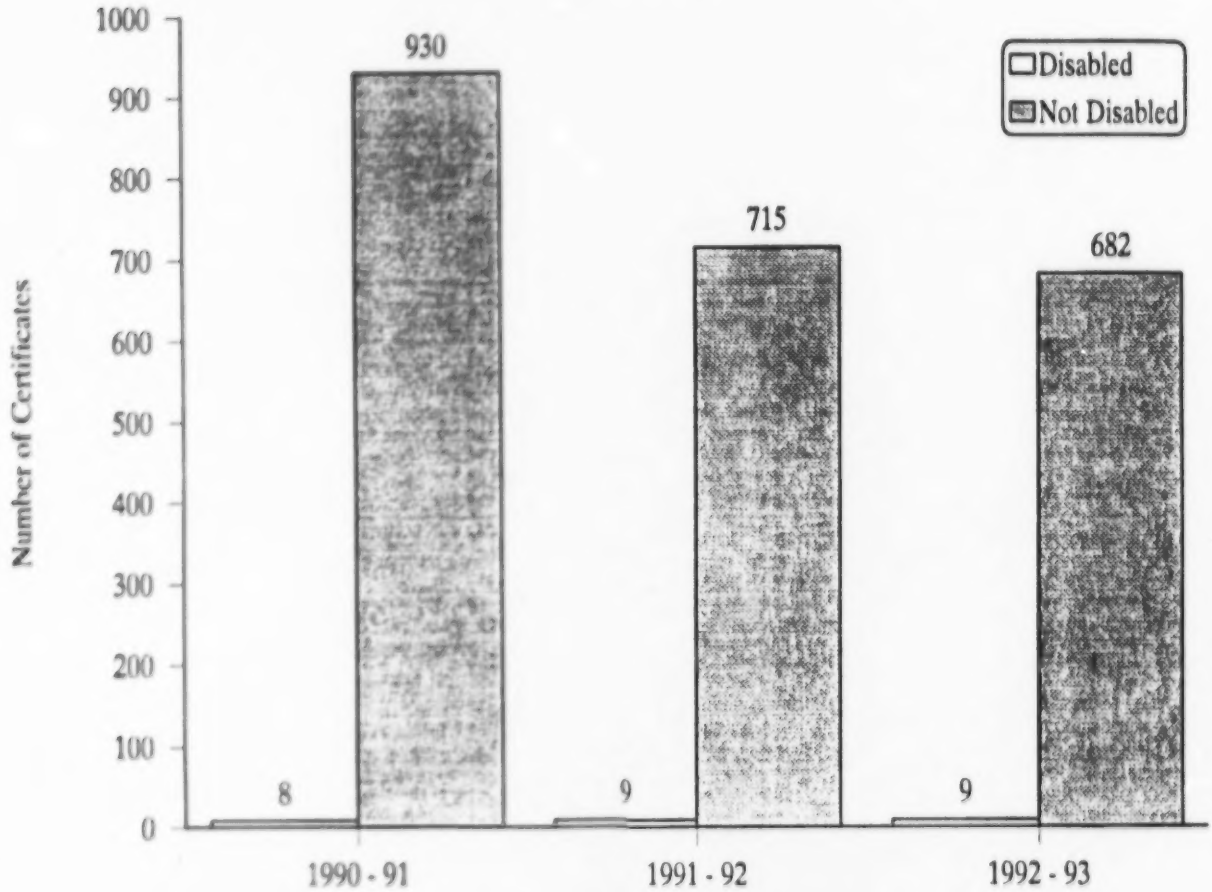
Total number of certificates awarded by age of student at time of award.



In all three academic years, students age 25 - 44 received the majority of the certificates awarded.

Source: Degrees and Certificates Awarded, 1990-1993. Office of Institutional Development, January 1994.

Indicator 4h. CERTIFICATES AWARDED BY DISABILITY
Total number of certificates awarded.



The number of certificates awarded to disabled students remained stable over the three academic years.

Source: Degrees and Certificates Awarded, 1990-1993. Office of Institutional Development, January 1994.

INDICATOR 5: ESL AND BASIC SKILLS COMPLETION

ESL and Basic Skills Completion is defined as the ratio of the number of students who complete a degree-applicable course after having completed their final ESL or basic skills course.

After conferring with the Matriculation Coordinator, we developed the following sequence of courses:

Final ESL or Basic Skills Course		Degree-Applicable Courses
Reading:	English 034	English 080 or 101
Writing:	English 035	English 090 or 101
ESL:	ESL 053	English 080, 090 or 101
Mathematics:	Math 025 or Math 057 or Math 058	Math 060

We calculated two ratios, the first for students who complete a degree-applicable course and the second ratio for those who successfully complete (A, B, C and CR) a degree-applicable course. The Office of Student Equity has suggested that we use the second ratio for determining course completion in ESL and Basic Skills.

We developed two different cohort files, one for students who completed their final ESL or Basic Skills course in Fall 1991 and a second for those who completed the initial courses in Fall 1992. We then searched the two following semesters to see whether the student enrolled in and completed the appropriate degree-applicable course in the sequence.

Indicator 5a. ESL AND BASIC SKILLS COMPLETION BY GENDER

Ratio 1: The ratio of the number of students who complete (A, B, C, D, F, CR and NC) a degree-applicable course after having successfully completed (A, B, C and CR) the final ESL or Basic Skills course.

	Female	Male
Basic Skills Writing (Eng. 035 to Eng. 090 or Eng. 101)		
Fall '91 Cohort (F=42/M=22)	52.4%	59.1%
Fall '92 Cohort (F=28/M=23)	32.1%	60.9%
Basic Skills Reading (Eng. 034 to Eng. 080 or Eng. 101)		
Fall '91 Cohort (F=56/M=28)	50.0%	50.0%
Fall '92 Cohort (F=55/M=24)	27.3%	45.8%
Basic Skills Math (Math 025, 057 and 058 to Math 060)		
Fall '91 Cohort (F=85/M=32)	52.9%	50.0%
Fall '92 Cohort (F=130/M=45)	46.9%	37.8%
ESL (ESL 053 to Eng. 080, 090, or 101)		
Fall '91 Cohort (F=7/M=10)	42.9%	40.0%
Fall '92 Cohort (F=15/M=5)	53.3%	80.0%
Total Basic Skills/ESL		
Fall '91 Cohort (F=190/M=92)	51.6%	51.1%
Fall '92 Cohort (F=228/M=97)	40.8%	47.4%

A higher percentage of male students completed a degree-applicable English course after starting in Basic Skills Writing (English 035). A higher percentage of female students completed Math 060 after starting in one of the Basic Skills Math classes. The college-wide ESL and Basic Skills completion ratio decreased from 51.4 percent for the Fall 1991 cohort to 42.8 percent for the Fall 1992 cohort.

Source: Computer Center Report.

Indicator 5b. ESL AND BASIC SKILLS COMPLETION BY ETHNICITY

Ratio 1: The ratio of the number of students who complete (A, B, C, D, F, CR and NC) a degree-applicable course after having successfully completed (A, B, C and CR) the final ESL or Basic Skills course.

	White	Latino	Asian	African American	Native American	Other
Basic Skills Writing						
Fall '91 Cohort	**58.3%**	**50.0%**	**57.1%**	**0.0%**	**0.0%**	**0.0%**
	(36)	(20)	(7)	(1)	(0)	(0)
Fall '92 Cohort	**70.8%**	**23.1%**	**12.5%**	**40.0%**	**0.0%**	**0.0%**
	(24)	(13)	(8)	(5)	(0)	(1)
Basic Skills Reading						
Fall '91 Cohort	**47.1%**	**47.1%**	**72.7%**	**25.0%**	**0.0%**	**100.0%**
	(51)	(17)	(11)	(4)	(0)	(1)
Fall '92 Cohort	**32.7%**	**40.9%**	**14.3%**	**0.0%**	**0.0%**	**0.0%**
	(49)	(22)	(7)	(1)	(0)	(0)
Basic Skills Math						
Fall '91 Cohort	**47.1%**	**69.2%**	**0.0%**	**33.3%**	**0.0%**	**100.0%**
	(85)	(26)	(0)	(3)	(0)	(2)
Fall '92 Cohort	**46.5%**	**32.4%**	**83.3%**	**28.6%**	**100.0%**	**0.0%**
	(127)	(34)	(6)	(7)	(1)	(0)
ESL						
Fall '91 Cohort	**0.0%**	**25.0%**	**50.0%**	**0.0%**	**0.0%**	**50.0%**
	(1)	(4)	(10)	(0)	(0)	(2)
Fall '92 Cohort	**71.4%**	**57.1%**	**50.0%**	**0.0%**	**0.0%**	**0.0%**
	(7)	(7)	(6)	(0)	(0)	(0)
Total Basic Skills/ESL						
Fall '91 Cohort	**49.1%**	**54.4%**	**60.7%**	**25.0%**	**0.0%**	**80.0%**
	(173)	(68)	(28)	(8)	(0)	(5)
Fall '92 Cohort	**46.9%**	**35.5%**	**37.0%**	**30.8%**	**100.0%**	**0.0%**
	(207)	(76)	(27)	(13)	(1)	(1)

Writing: Whites had the highest completion ratio in both cohorts.

Reading: Asians had the highest completion ratio in the Fall 1991 cohort while Latinos did in the Fall 1992 cohort.

Math: Latinos had the highest completion ratio in the Fall 1991 cohort while Asians did in the Fall 1992 cohort.

ESL: Asians had the highest completion ratio in the Fall 1991 cohort while Whites did in the Fall 1992 cohort.

Total: The completion ratios ranged from a low of 25 to a high of 80 in the Fall 1991 cohort. The Fall 1992 cohort range was from 31 to 100.

Source: Computer Center Report.

Indicator 5c. ESL AND BASIC SKILLS COMPLETION BY AGE GROUPS

Ratio 1: The ratio of the number of students who complete (A, B, C, D, F, CR and NC) a degree-applicable course after having successfully completed (A, B, C and CR) the final ESL or Basic Skills course.

	Under 18	18 - 20	21 - 24	25 - 44	45 - 54	55 - 64	65 +
Basic Skills Writing							
Fall '91 Cohort	**100.0%**	**62.1%**	**36.4%**	**52.4%**	**0.0%**	**0.0%**	**100.0%**
	(1)	(29)	(11)	(21)	(1)	(0)	(1)
Fall '92 Cohort	**0.0%**	**70.0%**	**11.1%**	**35.0%**	**0.0%**	**50.0%**	**0.0%**
	(0)	(20)	(9)	(20)	(0)	(2)	(0)
Basic Skills Reading							
Fall '91 Cohort	**0.0%**	**58.2%**	**44.4%**	**33.3%**	**0.0%**	**0.0%**	**0.0%**
	(1)	(55)	(9)	(18)	(1)	(0)	(0)
Fall '92 Cohort	**0.0%**	**45.5%**	**8.3%**	**29.4%**	**0.0%**	**0.0%**	**0.0%**
	(1)	(44)	(12)	(17)	(4)	(1)	(0)
Basic Skills Math							
Fall '91 Cohort	**0.0%**	**65.3%**	**44.4%**	**41.9%**	**50.0%**	**50.0%**	**0.0%**
	(0)	(49)	(18)	(43)	(4)	(2)	(1)
Fall '92 Cohort	**100.0%**	**45.9%**	**28.6%**	**52.9%**	**22.2%**	**0.0%**	**0.0%**
	(2)	(61)	(35)	(68)	(9)	(0)	(0)
ESL							
Fall '91 Cohort	**0.0%**	**100.0%**	**0.0%**	**36.4%**	**0.0%**	**0.0%**	**0.0%**
	(0)	(3)	(3)	(11)	(0)	(0)	(0)
Fall '92 Cohort	**100.0%**	**100.0%**	**50.0%**	**58.3%**	**0.0%**	**0.0%**	**0.0%**
	(1)	(1)	(6)	(12)	(0)	(0)	(0)
Total Basic Skills/ESL							
Fall '91 Cohort	**50.0%**	**62.5%**	**39.0%**	**41.9%**	**33.3%**	**50.0%**	**50.0%**
	(2)	(136)	(41)	(93)	(6)	(2)	(2)
Fall '92 Cohort	**75.0%**	**50.0%**	**24.2%**	**47.0%**	**15.4%**	**33.3%**	**0.0%**
	(4)	(126)	(62)	(117)	(13)	(3)	(0)

Writing: Eighteen to twenty year old students have the highest completion rate in both cohorts.

Reading: Eighteen to twenty year old students have the highest completion rate in both cohorts.

Math: Eighteen to twenty year old students have the highest completion rate in the Fall 1992 cohort, while students age 25 to 44 do in the Fall 1992 cohort.

ESL: Eighteen to twenty year old students have the highest completion rate in the Fall 1991 cohort, while students age 25 to 44 do in the Fall 1992 cohort.

Total: Completion rates by age groups ranged from a low of 33 to a high of 63 in the Fall 1991 cohort, while the range was 15 to 72 in the Fall 1992 cohort.

Source: Computer Center Report.

Indicator 5d. ESL AND BASIC SKILLS COMPLETION BY DISABILITY

Ratio 1: The ratio of the number of students who complete (A, B, C, D, F, CR and NC) a degree-applicable course after having successfully completed (A, B, C and CR) the final ESL or Basic Skills course.

	Disabled	Non-Disabled
Basic Skills Writing (Eng. 035 to Eng. 090 or Eng. 101)		
Fall '91 Cohort (D=6/ND=58)	0.0%	52.5%
Fall '92 Cohort (D=3/ND=48)	100.0%	41.7%
Basic Skills Reading (Eng. 034 to Eng. 080 or Eng. 101)		
Fall '91 Cohort (D=4/ND=80)	0.0%	52.5%
Fall '92 Cohort (D=2/ND=77)	50.0%	32.5%
Basic Skills Math (Math 025, 057 and 058 to Math 060)		
Fall '91 Cohort (D=6/ND=128)	83.3%	49.2%
Fall '92 Cohort (D=4/ND=191)	75.0%	41.9%
ESL (ESL 053 to Eng. 080, 090 or 101)		
Fall '91 Cohort	---	---
Fall '92 Cohort	---	---
Total Basic Skills/ESL		
Fall '91 Cohort (D=16/ND=266)	50.0%	51.5%
Fall '92 Cohort (D=9/ND=316)	77.8%	41.8%

Writing: **Students who are not disabled had a higher completion ratio than disabled students in the 1991 cohort while disabled students had a higher ratio in the Fall 1992 cohort.**

Reading: **Students who are not disabled had a higher completion ratio in the Fall 1991 cohort while disabled students did for the 1992 cohort.**

Math: **Disabled students had a higher completion ratio in both cohorts.**

ESL: **No data was available.**

Source: Computer Center Report

Indicator 5e. ESL AND BASIC SKILLS COMPLETION BY GENDER

Ratio 2: The ratio of the number of students who successfully complete (A, B, C and CR) a degree-applicable course after having successfully completed the final ESL or Basic Skills course.

	Female	Male
Basic Skills Writing (Eng. 035 to Eng. 090 or Eng. 101)		
Fall '91 Cohort (F=42/M=22)	45.2%	54.5%
Fall '92 Cohort (F=28/M=23)	17.9%	52.2%
Basic Skills Reading (Eng. 034 to Eng. 080 or Eng. 101)		
Fall '91 Cohort (F=56/M=28)	44.6%	35.7%
Fall '92 Cohort (F=55/M=24)	14.5%	25.0%
Basic Skills Math (Math 025, 057 and 058 to Math 060)		
Fall '91 Cohort (F=85/M=32)	42.4%	34.4%
Fall '92 Cohort (F=130/M=45)	31.5%	22.2%
ESL (ESL 053 to Eng. 080, 090 or101)		
Fall '91 Cohort (F=7/M=10)	14.3%	20.0%
Fall '92 Cohort (F=15/M=5)	40.0%	40.0%
Total Basic Skills/ESL		
Fall '91 Cohort (F=190/M=92)	42.6%	38.0%
Fall '92 Cohort (F=228/M=97)	26.3%	30.9%

A higher percentage of male students successfully completed a degree-applicable English course after starting in Basic Skills Writing (English 035). A higher percentage of female students completed Math 060 after starting in one of the Basic Skills Math classes. The college-wide ESL and Basic Skills successful completion ratio decreased from 41.1 percent for the Fall 1991 cohort to 27.7 percent for the Fall 1992 cohort.

Source: Computer Center Report.

Indicator 5f. ESL AND BASIC SKILLS COMPLETION BY ETHNICITY

Ratio 2: The ratio of the number of students who successfully complete (A, B, C and CR) a degree-applicable course after having successfully completed the final ESL or Basic Skills course.

	White	Latino	Asian	African American	Native American	Other
Basic Skills Writing						
Fall '91 Cohort	**52.8%**	**40.0%**	**57.1%**	**0.0%**	**0.0%**	**0.0%**
	(36)	(20)	(7)	(1)	(0)	(0)
Fall '92 Cohort	**58.3%**	**15.4%**	**12.5%**	**0.0%**	**0.0%**	**0.0%**
	(24)	(13)	(8)	(5)	(0)	(1)
Basic Skills Reading						
Fall '91 Cohort	**37.3%**	**41.2%**	**72.7%**	**0.0%**	**0.0%**	**100.0%**
	(51)	(17)	(11)	(4)	(0)	(1)
Fall '92 Cohort	**14.3%**	**27.3%**	**14.3%**	**0.0%**	**0.0%**	**0.0%**
	(49)	(22)	(7)	(1)	(0)	(0)
Basic Skills Math						
Fall '91 Cohort	**37.6%**	**48.1%**	**0.0%**	**0.0%**	**0.0%**	**100.0%**
	(85)	(27)	(0)	(3)	(0)	(2)
Fall '92 Cohort	**31.5%**	**17.6%**	**50.0%**	**14.3%**	**100.0%**	**0.0%**
	(127)	(34)	(6)	(7)	(1)	(0)
ESL						
Fall '91 Cohort	**0.0%**	**25.0%**	**20.0%**	**0.0%**	**0.0%**	**0.0%**
	(1)	(4)	(10)	(0)	(0)	(2)
Fall '92 Cohort	**57.1%**	**28.6%**	**33.3%**	**0.0%**	**0.0%**	**0.0%**
	(7)	(7)	(6)	(0)	(0)	(0)
Total Basic Skills/ESL						
Fall '91 Cohort	**40.5%**	**42.6%**	**50.0%**	**0.0%**	**0.0%**	**60.0%**
	(173)	(68)	(28)	(8)	(0)	(5)
Fall '92 Cohort	**31.4%**	**21.1%**	**25.9%**	**7.7%**	**100.0%**	**0.0%**
	(207)	(76)	(27)	(13)	(1)	(1)

Writing: Asians had the highest successful completion ratio in the Fall 1991 cohort, while White students did in the Fall 1992 cohort.

Reading: Asians had the highest successful completion ratio in the Fall 1991 cohort, while Latinos did in the Fall 1992 cohort.

Math: Latinos had the highest successful completion ratio in the Fall 1991 cohort while Asians did in the Fall 1992 cohort.

ESL: Latinos had the highest successful completion ratio in the Fall 1991 cohort while Whites did in the Fall 1992 cohort.

Total: The successful completion ratios for the Fall 1991 cohort ranged from a low of 40 to a high of 60. The range for the Fall 1992 cohort was greater, with a low of 8 and a high of 100.

Source: Computer Center Report.

Indicator 5g. ESL AND BASIC SKILLS COMPLETION BY AGE GROUPS

Ratio 2: The ratio of the number of students who successfully complete (A, B, C and CR) a degree-applicable course after having successfully completed the final ESL or Basic Skills course.

	Under 18	18 - 20	21 - 24	25 - 44	45 - 54	55 - 64	65 +
Basic Skills Writing							
Fall '91 Cohort	**0.0%**	**58.6%**	**27.3%**	**42.9%**	**0.0%**	**0.0%**	**100.0%**
	(1)	(29)	(11)	(21)	(1)	(0)	(1)
Fall '92 Cohort	**0.0%**	**45.0%**	**0.0%**	**35.0%**	**0.0%**	**50.0%**	**0.0%**
	(0)	(20)	(9)	(20)	(0)	(2)	(0)
Basic Skills Reading							
Fall '91 Cohort	**0.0%**	**47.3%**	**33.3%**	**33.3%**	**0.0%**	**0.0%**	**0.0%**
	(1)	(55)	(9)	(18)	(1)	(0)	(0)
Fall '92 Cohort	**0.0%**	**20.5%**	**0.0%**	**29.4%**	**0.0%**	**0.0%**	**0.0%**
	(1)	(44)	(12)	(17)	(4)	(1)	(0)
Basic Skills Math							
Fall '91 Cohort	**0.0%**	**46.9%**	**22.2%**	**39.5%**	**50.0%**	**50.0%**	**0.0%**
	(0)	(49)	(18)	(43)	(4)	(2)	(1)
Fall '92 Cohort	**100.0%**	**26.2%**	**8.6%**	**41.2%**	**22.2%**	**0.0%**	**0.0%**
	(2)	(61)	(35)	(68)	(9)	(0)	(0)
ESL							
Fall '91 Cohort	**0.0%**	**66.7%**	**0.0%**	**9.1%**	**0.0%**	**0.0%**	**0.0%**
	(0)	(3)	(3)	(11)	(0)	(0)	(0)
Fall '92 Cohort	**100.0%**	**100.0%**	**16.7%**	**41.7%**	**0.0%**	**0.0%**	**0.0%**
	(1)	(1)	(6)	(12)	(0)	(0)	(0)
Total Basic Skills/ESL							
Fall '91 Cohort	**50.0%**	**50.0%**	**24.4%**	**35.5%**	**33.3%**	**50.0%**	**50.0%**
	(2)	(136)	(41)	(93)	(6)	(2)	(2)
Fall '92 Cohort	**75.0%**	**27.8%**	**6.5%**	**38.5%**	**15.4%**	**33.3%**	**0.0%**
	(4)	(126)	(62)	(117)	(13)	(3)	(0)

Writing: Eighteen to twenty year old students have the highest successful completion rate in both cohorts.

Reading: Eighteen to twenty year old students have the highest successful completion rate in the Fall 1991 cohort, while the 25 to 44 year old age group does in the Fall 1992 cohort.

Math: The 45 to 54 age group has the highest successful completion rate in the Fall 1991 cohort while students age 25 to 44 do in the Fall 1992 cohort.

ESL: Eighteen to twenty year old students have the highest successful completion rate in the Fall 1991 cohort, while students age 25 to 44 do in the Fall 1992 cohort.

Total: Successful completion rates by age groups ranged from a low of 24 to a high of 50 in the Fall 1991 cohort, while the range was 7 to 75 in the Fall 1992 cohort.

Source: Computer Center Report.

Indicator 5h. ESL AND BASIC SKILLS COMPLETION BY DISABILITY

Ratio 2: The ratio of the number of students who successfully complete (A, B, C and CR) a degree-applicable course after having successfully completed the final ESL or Basic Skills course.

	Disabled	Non-Disabled
Basic Skills Writing (Eng. 035 to Eng. 090 or Eng. 101)		
Fall '91 Cohort (D=6/ND=58)	50.0%	48.3%
Fall '92 Cohort (D=3/ND=48)	33.3%	33.3%
Basic Skills Reading (Eng. 034 to Eng. 080 or Eng. 101)		
Fall '91 Cohort (D=4/ND=80)	0.0%	43.8%
Fall '92 Cohort (D=2/ND=77)	0.0%	18.2%
Basic Skills Math (Math 025, 057 and 058 to Math 060)		
Fall '91 Cohort (D=6/ND=128)	83.3%	35.2%
Fall '92 Cohort (D=4/ND=191)	25.0%	30.4%
ESL (ESL 053 to Eng. 080, 090 or 101)		
Fall '91 Cohort	---	---
Fall '92 Cohort	---	---
Total Basic Skills/ESL		
Fall '91 Cohort (D=16/ND=266)	50.0%	40.6%
Fall '92 Cohort (D=9/ND=316)	22.2%	27.8%

Writing: **For the 1992 cohort, students who are not disabled had a higher successful completion ratio than disabled students, while the ratios for both groups were the same in the Fall 1992 cohort.**

Reading: **Students who are not disabled had a higher successful completion ratio in both cohorts.**

Math: **Disabled students had a higher successful completion ratio in the 1991 cohort, while students who were not disabled did in the 1992 cohort.**

ESL: **No data was available.**

Source: Computer Center Report

INDICATOR 6: TRANSFER RATE

The definition of transfer rate provided by the Office of Student Equity follows:

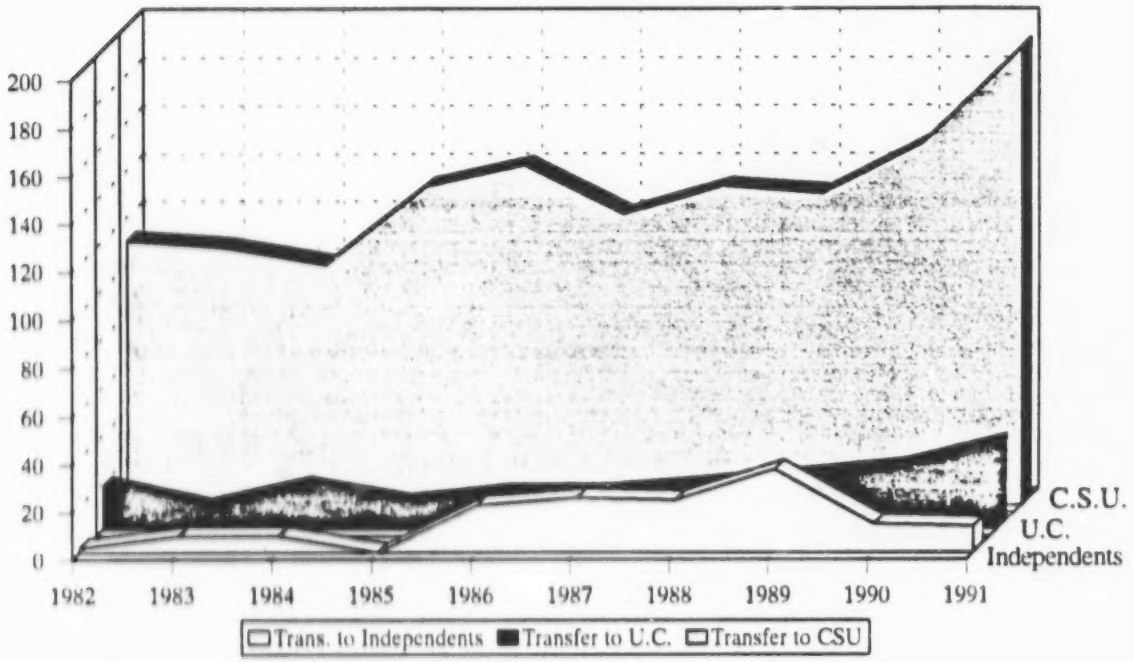
> Ratio of the number of new students who earn 6 or more transferable units during the first college year and who also stated at entry their intent to transfer, to the number of students who transfer after one or more (up to eight) years.

The Office has suggested, however, that given the timing, the use of this indicator may not be appropriate. They suggest that each district use available data, such as the CPEC transfer data.

This section of the report will include the number of students who transfer by segment and the number that transfer by ethnicity. Transfer data is not available by gender, age, or disability from CPEC.

The Transfer Sub-Committee may wish to consider other measures of success such as transfer readiness and transition to employment.

Indicator 6a: COLLEGE OF THE CANYONS TRANSFER STUDENTS BY SEGMENT, Fall 1982 to Fall 1991



College of the Canyons Transfer Students by Segment, Fall 1982 to Fall 1991

Fall Term	Total Transfer Students	Transfer To: University of California	Transfer To: California State University	Transfer To: Independent Institutions*	Percentage Distribution: University of California	Percentage Distribution: California State University	Percentage Distribution: Independent Institutions
1982	130	18	110	2	13.8	84.6	1.5
1983	123	9	107	7	7.3	87.0	5.7
1984	125	18	100	7	14.4	80.0	5.6
1985	144	11	133	0	7.6	92.4	0.0
1986	177	15	142	20	8.5	80.2	11.3
1987	159	15	121	23	9.4	76.1	14.5
1988	173	18	133	22	10.4	76.9	12.7
1989	187	22	130	35	11.8	69.5	18.7
1990	189	26	151	12	13.8	79.9	6.3
1991	238	36	191	11	15.1	80.3	4.6

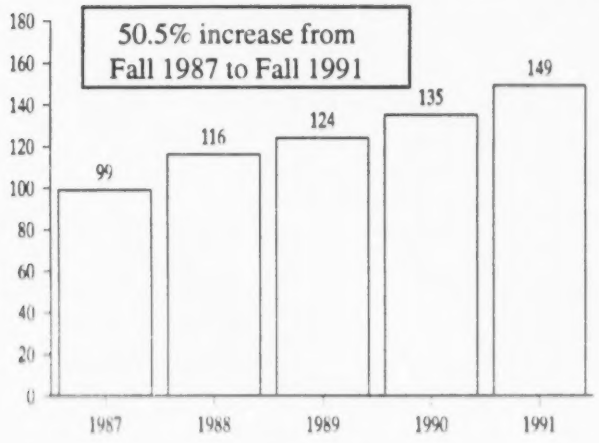
* A variable number of Independent Institutions have reported each year.

Sources: California Postsecondary Education Commission, Student Profiles 1992.

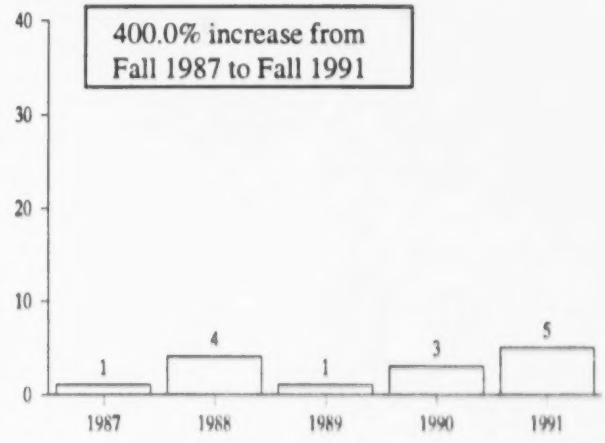
Indicator 6b: TRANSFER BY ETHNICITY

The number of students who transfer to a CSU or UC campus each fall term.

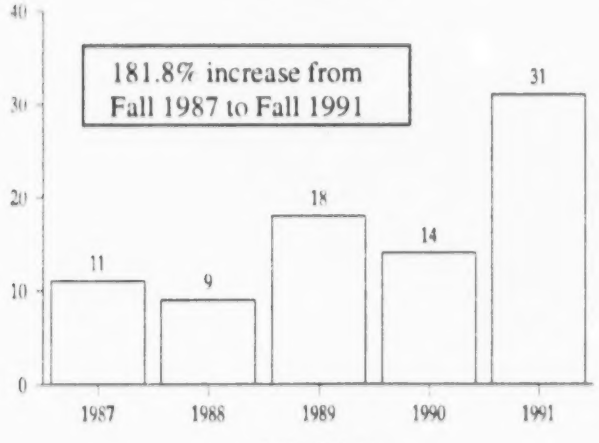
66.9% overall increase in transfer to UC/CSU from Fall 1987 to Fall 1991



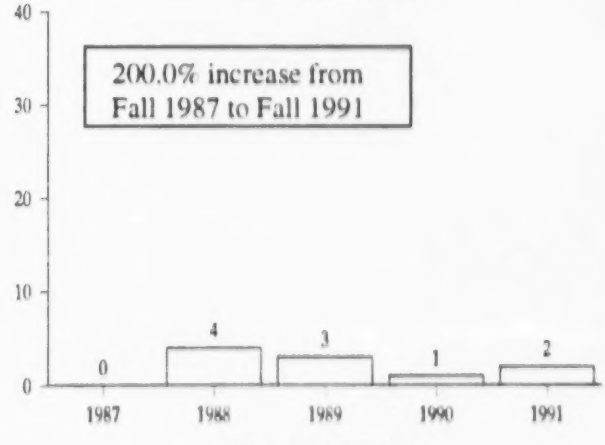
White Students



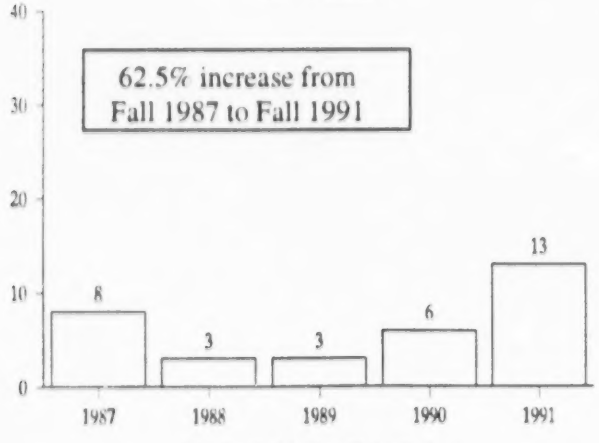
African American Students



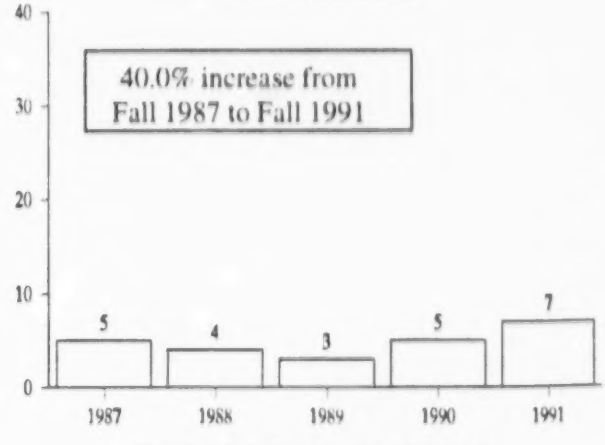
Latino Students



Native American Students



Asian/Pacific Islander/Filipino Students



Other, Non-White Students and Non-Resident Aliens